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ABSTRACT

This looseleaf booklet provides Pittsburgh Diocesan administrators and teachers a step-by-step guide to the nongraded program toward which most Diocesan schools have been working for the past 15 years. The guide embodies information on parent-teacher conferences, testing, grouping, and the program mechanics and philosophy. Mathematics and reading skills for different levels are listed and materials for the basic and supplementary programs are provided. A discussion of report cards and permanent records concludes the guidelines portion of the presentation. An appendix provides sample forms for organizing and implementing the nongraded program. A short bibliography is included. A related document is EA 003635. (MLF)

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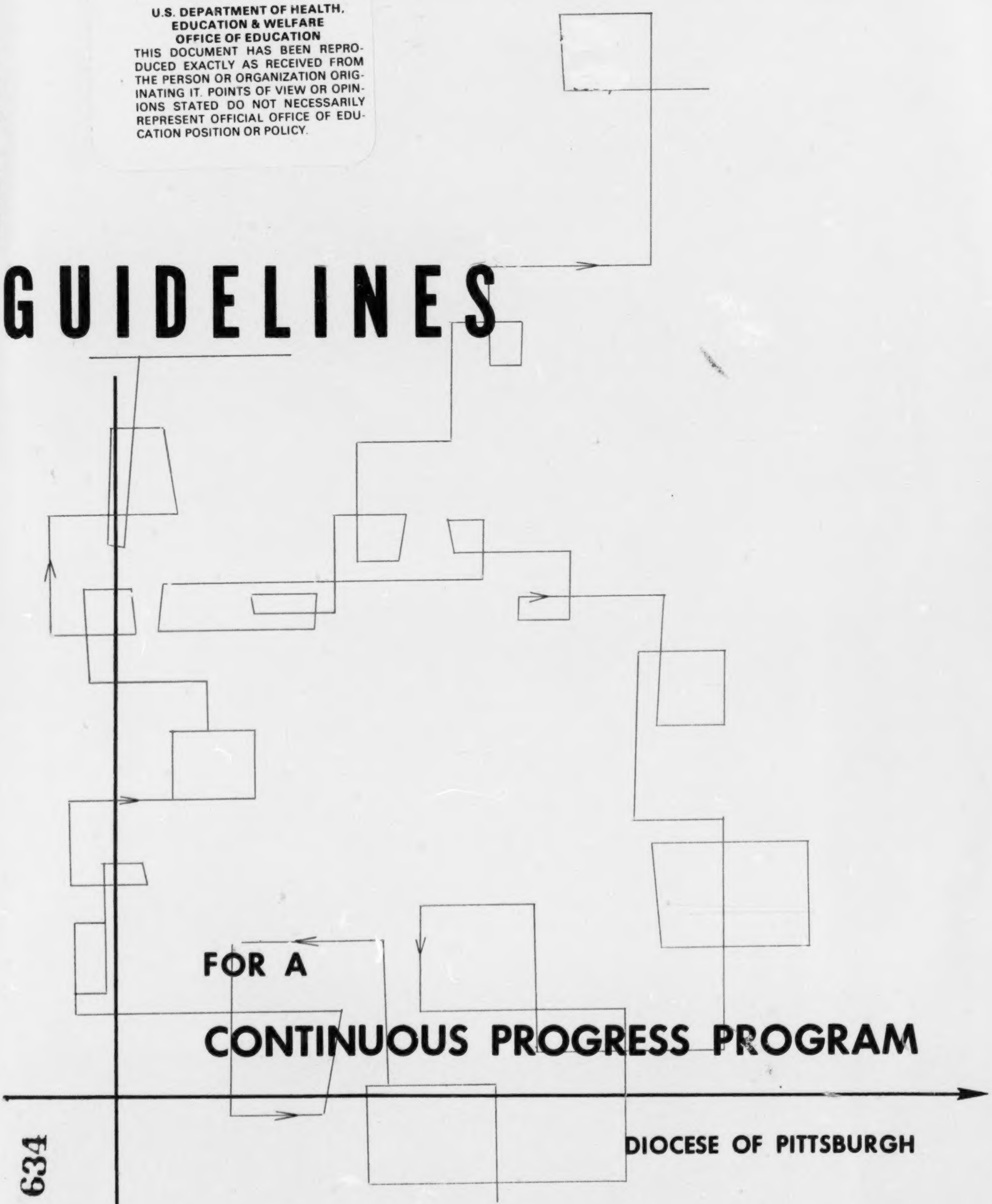
GUIDELINES



FOR A

CONTINUOUS PROGRESS PROGRAM

DIOCESE OF PITTSBURGH

EA 003 634

INTRODUCTION

The vitality of a school system can be gaged in many ways but one of the most reliable measures is the degree to which it can be creative and flexible. A school system deserves to survive only if it is restless about its present level of performance and constantly seeks new and more effective ways to educate youngsters. Each generation faces new problems and new challenges; the schools of each generation must be prepared to meet them. Only if a system is creative and flexible, can it respond to new needs and create new designs and forms to accomplish its objectives.

Educational structure is a means and not an end. Structure simply provides an instrument through which the teaching-learning process can be carried on efficiently and effectively. When one structure seems to slow down this process, the designers of structure must have the resourcefulness and the courage to try others.

No particular structure is the best for all situations. If there were a best structure, then all schools would undoubtedly adopt it. What works in some cases does not in others. Therefore, designers must try to determine through research and experience which structure provides for their teachers, students, and parents the greatest opportunities for teaching and learning.

In our own case, this point of restlessness about our educational structure was reached some fifteen years ago. Serious experimentation was initiated at that time with the nongraded structure and, in those schools using this form, the results were encouraging. When Sister Mary Paul Hickey evaluated that early effort and compared it to the traditional forms as part of her doctoral studies at Fordham, the results were clearly in favor of the nongraded structure. This does not suggest that the nongraded structure is, therefore, the best in all cases nor that it will provide success in every case. All that can be safely concluded is this: in our experience this form seemed to provide greater opportunity to motivate teachers and students, to individualize instruction, and to involve parents more satisfactorily in the educative process. Yet even this guarded conclusion seemed to justify a fuller investigation and a broader use of the nongraded structure.

Consequently, in recent years such a project was undertaken. With the help of our Supervisors, intense study of the program was made, a new manual was developed, workshops for teachers and parents were held. As of this writing all the schools of the Diocese are working toward a nongraded form; some have already achieved it. It is our hope that, through this project, new interests will be generated, new motivations will emerge, and new horizons will be uncovered. But if these hopes are to be realized, administrators and teachers need careful guidance. Hence these guidelines. Administrators and teachers will have in the following pages a ready guide in every step of the nongraded program. The guidelines have been published in this looseleaf form to allow for continual updating of the program as these are uncovered by further research, study and experience.

I am grateful to the many who have cooperated in this effort, but especially to those who have prepared this booklet and whose selfless sacrifices brought an understanding of this program to our teachers, parents and administrators throughout the diocese. A special salute, therefore, is due Sister Mary Judith Seman, VSC, Sister M. Estelle Murphy, ASCJ, Sister Irene Mannella, OSF, Sister Mary Claver Paustenbach, CDP, and Sister Mary Damian Thaner, OSB.

John B. McDowell
Superintendent of Schools

APR 1970

TABLE OF CONTENTS

Nongraded Schools in the Diocese in Retrospect 1.1
Planning for the Change 2.1
Philosophy of the Nongraded School Concept 3.1
Mechanics of the Nongraded School 4.1
Testing in the Nongraded Program 5.1
Grouping in the Nongraded Program 6.1
Mathematics 7.1
  Levels and Skills 7.3
  Materials 7.20
Reading 8.1
  Levels and Skills 8.3
  Materials 8.24
Parent-Teacher Conferences 9.1
Continuous Progress Report Cards 10.1
  Reading and Mathematics Cards . . . . . 10.4 – 10.5
  Homeroom Card 10.6
Permanent Record Cards 11.1
Bibliography 12.1

Appendix 1

Administration

Explanation of the Nongraded Program – Form A-1 2
Explanation for Additional Time Needed in the Primary Dept. – Form A-2 . . . 4
Reassignment to Another Class – Form A-3 5
Transfer of Students – Form A-4 6
Progression to Next Level – Form A-5 7
Reading or Mathematics Class Analysis – Form A-6 8
Teacher's Reading or Mathematics Report – Form A-7 9
Bulletin to School Personnel – Form A-8 10
Meeting Announcement – Form A-9 12
Homeroom List – Form A-10 13

Teacher

Informal Reading Inventory – Form T-1 14
Record Card – Form T-2 16
Weekly Lesson Plan – Form T-3 17
Daily Lesson Plan – Form T-4 18

Parent-Teacher

Conference Appointments – Form PT-1 20
Conference Memo – Form PT-2 21
Reading Analysis Checklist Guide – Form PT-3 22
Mathematics Checklist Guide – Form PT-4 23
Behavior Traits Checklist Guide – Form PT-5 24

NONGRADED SCHOOLS IN THE DIOCESE IN RETROSPECT

A first step toward nongrading was taken in 1956 when homogeneous grouping was introduced in a number of schools. Although at that time no efforts were made to eliminate grade barriers, individual differences of students were taken into consideration. The ability grouping permitted teachers to move ahead at a faster rate with brighter children. It set a less pressured pace for children who learn more slowly. Enrichment and remedial activities were part of these programs, but in the vast majority of cases, horizontal rather than vertical enrichment was emphasized.

Another major breakthrough in establishing nongraded programs was the initiation of the Progress Report Card. The distinct advantage in this departure from the traditional report card was that teachers were able to communicate to parents the kind of progress each child was making. Ability alone was not the decisive factor. Achievement alone did not constitute the final mark. The Progress Report Card was an effort on the part of the school staff to measure each child's achievement in relation to his ability. However, the forms that had been used neither indicated a continuous progress record nor did they eliminate the "grade" concept.

The interpretation of the Progress Report Cards presented several problems, also. Few parents understood the message they carried. The marking code was not consistent throughout all departments in the school. Every child was still expected to stay within the confines of the "grade" limit.

As the idea of nongradedness became more popular, some schools experimented with this type of organization. Very few of the original pilot schools were called NONGRADED because administrators accepted the concept with reservations. Even though authorities agree that there is no one way of nongrading, most principals were not willing to take credit for the progress that was made in recognizing and meeting the needs of individual pupils. The main reason may have been that in many instances the vestiges of ability grouping remained too evident. Many educators felt that the grouping should have been much more flexible. In addition to providing a more narrow range of reading and mathematics abilities in each class, planned flexibility of grouping was required. Many teachers had to be convinced that when a child's needs were not being met in a certain group, he had to be moved to another group or supplied with materials which would provide a better learning situation. As many pioneers in the field of nongrading had often indicated and emphasized, provision had to be made for both differentiated rates of pupil progress and variations in the kinds of programs offered.

School enrollment was often a determining factor in setting up the nongraded programs that came into existence. There seemed to be a misconception that this type of organization would succeed only in schools that had large enrollments. Our experience showed that this was not true. Surveys in our Diocese revealed that nongraded school enrollments ranged from over one thousand to under two hundred. The curriculum, the schedules, the types of grouping, and the reporting techniques varied from one nongraded school to another; but the necessary components of nongradedness were evident: provision for individual differences, continuous progress of students, and elimination of grade barriers.

Regardless of the school organization, parents have always known that each child is unique. Administrators and teachers have always admitted that each child brings to the school situation different abilities, interests, motivations, and background. It is no longer possible to pay lip-service to these differences. Our schools must be organized in such a way that each pupil will experience continuous progress. Although there are delicate psychological and personal relation problems involved in the transition from a graded to a nongraded program, excellent results have been achieved in areas where the initiative was taken. Those directly involved in such programs can cite many advantages.

FOR STUDENTS:

... Every child regardless of ability, potential, or achievement is regarded as a unique individual; no other child is quite like him.
... Each child is given maximum opportunity to develop his God-given potential: the bright child is challenged; the slow child is permitted to proceed at his own rate of learning.
... The nongraded program provides for the continuous growth of each pupil.
... The pupils are more aware of the progress they are making because of the continuing evaluation the program provides.
... The flexibility of the program permits a pupil to be transferred from one group to another or from one level to another any time the need arises.
... The child, after a prolonged absence, may continue at the point where he previously left off without skipping work that he missed or going over work that he already had.
... The child develops self-confidence and finds satisfaction in learning because the tensions caused by harmful competition are reduced.
... The nongraded program contributes to the mental health of students by minimizing frustrations caused by failure.
... Homework problems are less prevalent because the subjects are taught at the child's rate of development.
... Interest in school work is stimulated through use of a variety of texts and supplementary materials.

FOR TEACHERS:

... The teacher can establish a classroom atmosphere that is conducive to good learning because hypothetical deadlines, artificial goals, and arbitrary demands are eliminated.
... Teacher pressures in regard to semester and end-of-term goals are lessened and reduced.
... Teachers can better provide a program of skills to meet individual differences.
... There is more teamwork among faculty members created through the free and easy movement of pupils from level to level and from group to group.
... Discipline problems are at a minimum since pupils are working within the limits of their abilities and interests.
... Interest in teaching is increased because of the variety of supplementary texts and materials that are necessarily a part of the program.
... There is a better sharing of pupil load made possible.
... Many opportunities for professional improvement are available because of the frequent evaluations and the constant research connected with the nongraded program.

FOR PARENTS:

- ... The philosophy of the nongraded program assures parents of the child's continuous progress in school work.
- ... A more adequate method of appraising the child's intellectual, physical, social, emotional, and spiritual growth is possible.
- ... Odious comparisons with other classmates and with other members of the family are eliminated.
- ... The stigma of failure attached to non-promotion is removed.

We live in a culture where there is so much to learn. The knowledge explosion has forced educators to examine the exigencies of our changing, mobile society and to meet them with vigor and creativity. The nongraded program enables school personnel to take a new look at structure. Nongrading helps to clarify the aims of education and to make the curriculum more meaningful. Teaching procedures should improve in a nongraded program.

The purpose of nongrading is to offer quality education and to make it possible for every child to find satisfaction in learning. It is a positive effort to help the individual student develop all of his talents as rapidly as he can or as slowly as he must. It affords each child countless opportunities to develop personal responsibility for his education.

Without wholesome attitudes on the part of every person in the school system it cannot succeed. Where parents, teachers, principals, supervisors, and pupils think of the nongraded plan as an organizational device through which each student learns at his own rate without pressure of undue competition or fear of failure, education will take on a new dimension. Students will be challenged to become "self-propelled" in a "jet-propelled" age.

PLANNING FOR THE CHANGE

The success of any school program depends to a great extent on the understanding that principals, teachers, and parents have of the program. Knowledge and skill of the teachers, creative guidance of the administrators, partnership with the parents, and interest on the part of the pupils are basic ingredients necessary in educational innovations. If a smooth transition from a graded to a nongraded structure is to be effected, there must be comprehensive orientation and in-service sessions for all persons involved in the change.

Although experiments in nongrading had been conducted in pilot schools in the Diocese for approximately ten years, interest among teachers not directly involved had waned. Acceptance of the rationale was limited and not clearly represented. The goals and the strengths of nongradedness had become static. The general feeling was that the entire program needed to be revitalized. From this need, the following plan of action evolved.

NONGRADED COMMITTEE:

In December, 1968, a committee of supervisors was requested to evaluate existing programs and to investigate the possibility of implementing nongraded procedures in all schools in the Diocese. The initial meetings of committee members were devoted to an in-depth study of the philosophy of the nongraded school. Organization and structure in graded and nongraded schools were compared and contrasted. Curricula and materials were examined in reference to types of programs and differences of students. Reporting techniques were explored. After several meetings, the team of supervisors was unanimous in its conclusion that the nongraded program best exemplified the philosophy of our Catholic Schools. It seemed to be the most dynamic means of improving current educational practices. Every school would profit from such a program.

The committee's research and reorganization plans were submitted to the Superintendent and received approval. Arrangements were made to disseminate information to administrators, school personnel, parents, and community groups. In subsequent meetings, guidelines for principals and teachers as well as explanatory brochures for parents were devised by the committee members.

BOARD OF SUPERVISORS:

The first group with which the Nongraded Committee met was the Board of Supervisors. Since the supervisors are concerned not only with curriculum improvement but also with the responsibility of overseeing the administration of their schools, support and recommendations from this group were indispensible. At a meeting in early February, 1969, the members of the Nongraded Committee presented to the supervisors, a written statement of purpose and suggestions for carrying out their proposals. Another in-service workshop was held in the first week of March, conducted by Lee L. Smith, author of A PRACTICAL APPROACH TO THE NONGRADED ELEMENTARY SCHOOL, and principal of successfully developed nongraded programs in two elementary schools in Maryland. In addition to the formal sessions with the Board of Supervisors, several informal meetings were conducted at the time of the monthly Supervisors Meeting. The participation and the response at these meetings gave evidence of great interest in the nongraded program. The Board of Supervisors enthusiastically endorsed the principles of nongradedness and agreed to promote them in their schools.

CURRICULUM COMMITTEE:

Nongraded schools are different from graded schools in terms of the curriculum and materials. Another important group to be contacted, then, was the Diocesan Curriculum Committees. Both the Nongraded and the Curriculum Committees felt that if the program were to be successful, there had to be a wide variety of textbooks, workbooks, and supplementary aids available. Determining the appropriate use of these tools and the levels at which they would be best suited were factors that had to be taken into consideration. At a joint meeting of the committees, members discussed the placement and the listing of materials. The members of the Curriculum Committee evaluated the listed materials in relation to the contribution these materials would make toward the continuous progress of the student. The additions and deletions suggested by the Curriculum Committee were incorporated in the final draft of the curriculum materials guidelines.

PRINCIPALS:

The meetings with principals were an essential part of the preparation for the change in structure. Administrators are the educational leaders in their schools. As such, they must be informed about new developments, otherwise they lose their right to their leadership role. Meetings with principals emphasized the need for thorough planning in the initial phase of the nongraded program. In addition to assisting teachers interpret the program, eliciting their ideas, and maintaining their support, principals had to be prepared to give more elaborate explanations of the program to faculty members and to parents. At a general session in March, questions dealing with organization and structure were answered by the Nongraded Committee members and by principals of existing nongraded schools. Pertinent areas of interest were discussed – time allotments, schedules, grouping, assignment of pupils to classrooms, progress of individual children through levels of instruction, use and availability of curriculum materials, reporting techniques for school records, and for parent conferences.

Because local situations vary so greatly, it did not seem feasible to attempt to suggest a single system of working with the technical aspects involved in developing nongraded schools. It was proposed instead that area principals meet in small groups of about five or six to prepare for day-to-day problems. It was hoped that the most reasonable and practical methods of schoolkeeping would evolve from these meetings held at the local level.

TEACHERS:

Teachers meetings enabled the Nongraded Committee to present the program at the grass roots level. School climate is created by the professional staff. The success of making an idea work depends on the quality and the quantity of communication and dialogue among those who will be responsible for implementing the change. The teacher's role is a key one. For this reason, the Nongraded Committee carefully planned in-service sessions at which every teacher in the system was expected to participate. During February and March, regional meetings were held in convenient locations. In a panel discussion conducted by the committee members, steps in preparing for the change from the graded to the nongraded structure were presented. A question and answer period followed each session. Teachers were encouraged to study the literature on nongraded procedures and to visit a nongraded school, if possible.

Since the most effective in-service courses are those which deal very closely with the realities of the local situation, a recommendation was made to spend part of each faculty meeting for the remainder of the school year in planning for the coming program. Teachers were asked to decide which aspects of the program they would incorporate in their school; which parts of the curriculum they would redefine; which kinds of grouping they would use; and which types of scheduling they would set up.

Additional meetings were conducted by the Nongraded Committee at the beginning of the school year. New teachers in the system were invited to attend an orientation day in order to study the philosophy and the mechanics of nongrading. Early in September all teachers participated in a workshop on the Continuous Progress Report Cards. At every meeting the teachers were urged to work at developing a "nongraded attitude" so that the new school term would get off to a good start.

PARENTS AND COMMUNITY:

Educators face the very real problem of informing the public anytime a new program is initiated. Experience shows that knowledgeable parents support a sound program. A final important phase of preparing for change was parental and community awareness. If interest in nongraded programs was to be generated, the public had to have some understanding of what was being planned. In order to achieve this end, general meetings were scheduled and publicized in local newspapers. Letters inviting parents to attend the meetings were sent to every Parent-Teacher Guild in the school system. A pamphlet, NONGRADED SCHOOLS – WHAT THEY ARE – HOW THEY WORK, was also prepared for distribution.

At the spring meetings which were held in easily accessible locations, information about the proposed program was disseminated. The Nongraded Committee presented the case and reviewed the literature. The advantages of the program and an explanation of the nongraded philosophy were emphasized. The presentation was always followed by a question and answer period. Additional meetings similar to the teachers meetings were scheduled in the fall to explain the Continuous Progress Report Cards. It was believed that parental understanding of the main goals of nongradedness would win approval and support for the program.

Since the crucial period of any educational venture precedes its immediate official inauguration and continues for months after the new program is in operation, principals were urged to continue holding formal and informal meetings with parents. They were asked to keep parents informed by means of written communication, also. It was stressed that parent education had to be continued throughout the year. Previous experience had shown that parents wanted to know exactly how the nongraded program would operate in their school.

STUDENTS:

The primary function of the school is to serve each pupil. The program, the activities, the materials must all be designed to fit the individual needs of the child. If continuous progress is to be a reality, students must be aware of what the teachers are trying to do in a nongraded program. In order to achieve this end, principals were asked to discuss with their faculty members, the best possible way to present the new emphasis to the student body. An assembly period at which all pupils would be present was recommended as an initial introduction of the program. It was further suggested that each homeroom teacher explain to the class the goals and the purposes of nongrading at the students' level of maturity. Pupil orientation was deemed just as important public-relations wise as parent and community orientation.

SUMMARY:

The nongraded program represents a change in structure. Change is seldom easy. The concomitant insecurities and the tensions that change creates are often disturbing. Two important aspects of preparing for change from the graded to the nongraded structure in our schools were disseminating information and involving every person who would be affected by the change. By supplying first hand information and by involving the total school and neighborhood communities in the reorganization plans, the burden of change was made lighter.

As the work of removing grade barriers proceeds, as the needs of individual students are met, the continuous progress of each child will be assured more readily. Learning restrictions will be eliminated. Independent study will be encouraged. Through the nongraded program another precious freedom will be afforded the pupils in our schools – the freedom to learn.

PHILOSOPHY OF THE NONGRADED SCHOOL CONCEPT

John L. Goodlad: " . . . there are, indeed, precious few nongraded schools."

John B. McDowell: "There can be no set formula for the ungraded school which will be valid under every circumstance . . . It is difficult, if not impossible, to set down precise principles and procedures."

Robert F. Carbone: "It is safe to assume that there is no such thing as the nongraded school."

As many authors have stated, there are only two possibilities for the vertical school organization (the way the progress of children is regulated over a period of time): it is either graded or nongraded. The horizontal organization (the way the children and the staff are deployed within the school at any given point in time) offers several alternatives: self-contained classrooms, departmentalization, team teaching, pupil-team learning, individually prescribed instruction, countless types of grouping, etc. Every school must commit itself to both a vertical and a horizontal plan, which accounts for the fact that there are so many variations of the nongraded school.

From the literature, however, it seems clear that the essence of a nongraded program is a plan for continuous progress with provision for individual differences. It may be possible to provide for individual differences in a graded structure, but by definition, gradedness is incompatible with continuous progress for all students. Although the organizational plan will differ from nongraded school to nongraded school, it must provide a program of continuous progress for all students which meets the needs of individual differences.

Individuals differ not only in rate and scope of progress but in many other aspects of development. Every child is unique. Robert Anderson has pointed out that in the graded school, " . . . the fact that children differ from each other is viewed primarily as an explanation for the differences in children's actual performances, and not as a basis for planning the program." The nongraded school accepts individual differences as the basis for planning. The program, then, must be highly individualized. Flexible grouping and subgrouping is necessary; a curriculum which is flexible and adaptable to the needs of each child is essential. Meeting individual differences necessitates further a variety of materials and instructional approaches. Provision can be made in many ways, and it is agreed that this may be exasperatingly difficult to do, but the school or the program that does not really provide for individual differences cannot be said to be nongraded.

Grouping considerations might include: achievement, performance, general ability, interests, diagnosed deficiencies, capacity for self-direction, maturity, motivation, etc. The fundamental characteristic must be flexibility. No group becomes a "label." When the individual pupil's needs are no longer the same as those of others in the group, he is moved to a group where his needs can be better met. Although much of the literature describes the self-contained classroom arrangement, the effectiveness of such organization for providing the flexibility so necessary is now being questioned. Some form of cooperative teaching is seen as one way of more easily ensuring flexibility.

Continuous progress is the essence of a nongraded program. To provide for continuous progress is the primary reason for doing away with grades. As Goodlad, Miller, Brown, Dean, and others have indicated, we must beware of eliminating grade labels on the one hand, while substituting another set of levels or requirements on the other. There will be levels, of course, but they must be pupil oriented, not subject matter oriented. This implies that the child will move from level to level in mathematics, for instance, independently of his progress in reading or any other subject. There will also be some over-lapping between primary, intermediate, and upper elementary. There can be no time limit or rigid time expectancy for the completion of a level. Since children differ in the rate and the degree to which they learn, not all children will reach each level in the same way.

Most primary children will require three years to complete the work of the primary. Some will require four years. Those who require four years will progress more slowly, but they do not repeat; they do not fail. Generally such children will have been identified early. They will have had an extended period of readiness and more individual instruction than most other children.

To make continuous progress a reality, a vast over-hauling of our curriculum is necessary. An appropriate curriculum is one that is specifically constructed on the basis of the needs of the students. Frank Brown notes: "The entire curriculum should not be within the range of all students but some part of the curriculum should be within the realm of the possible for each student."

Nongradedness is a philosophical outlook. It requires a different way of thinking on the part of the administration, the teachers, the students, the parents. As Fred Jaquette states: "Intellectual acceptance on the part of the principal and the staff is not enough. They must be emotionally involved as well."

12

MECHANICS OF THE NONGRADED SCHOOL

The Nongraded Program does not just happen. It must be carefully planned, implemented, evaluated, and restructured as the needs arise. Administrators and teachers may find it advisable to consider the following points in preparing or evaluating the nongraded program.

PREPARATION OF STAFF:

. . . Discuss nongradedness to determine the relationship between the organizational structure and the program of learning experiences
. . . Encourage teachers to find ways to preserve this relationship
. . . Read books and periodicals, view films and filmstrips, listen to tapes and records, and attend workshops concerning the nongraded structure
. . . Form study groups to define the specific purposes and the philosophy of the nongraded plan
. . . Determine the extent of application to specific needs

FUNDAMENTAL GOALS:

. . . To recognize and to provide for differences in each child's growth pattern
. . . To provide a school environment that permits and encourages continuous progress
. . . To adapt the curriculum to the needs of each child so as to challenge maximum individual growth
. . . To encourage children to exert effort so that they may experience success in their encounter with each school situation

SPECIFIC GOALS:

. . . To have the child derive satisfaction in learning
. . . To assist the child to develop a realistic self-concept
. . . To have responsibility for learning at a particular rate and pattern of growth assumed by the child
. . . To challenge creative and critical thinking which will enable the child to explore his ideas

PROCEDURES:

. . . Study past records of the child's progress
. . . Administer tests as needed
  . . . Readiness
  . . . Basal Reading and Mathematics
  . . . Diagnostic
  . . . Standardized
  . . . Informal
. . . Organize the groups in light of teacher judgment and test results
. . . Provide for flexibility of scheduling so that the needs of the individual will be met

- . . . Evaluate to ensure continuous progress
- . . . Restructure when and where needed

PARENT ORIENTATION:

- . . . Write letters explaining the objectives of the program
- . . . Hold meetings periodically to discuss the complete program
- . . . Distribute bulletins at regular intervals

CURRICULUM DEVELOPMENT:

- . . . Meet the needs of the individual through a program of continuous progress
- . . . Emphasize the spiritual, intellectual, physical, emotional, and social growth and development of each child
- . . . Provide for the development of skills, abilities, interests, and attitudes which enable the child to live with himself and others
- . . . Recognize that the mastery of subject matter is not emphasized as an end in itself, but is used to assist each child in meeting and solving problems

CONTINUOUS EVALUATION:

- . . . Administer mastery of skills inventories created by the teacher at the completion of the levels
- . . . Keep accurate records of each individual's progress
- . . . Promote communication and understanding through parent-teacher conferences

The goal of a continuous progress program is to promote optimal development of each child. Education is more than an accumulation of knowledge. Success or failure cannot be measured solely in terms of achievement. Administrators and teachers must work toward the goal of making learning highly individualized to meet the needs of each child at every stage of the learning process.

TESTING IN THE NONGRADED PROGRAM

A program of continuous progress which allows the individual to progress at his own rate, according to his unique way of learning, calls for frequent, continuous evaluation of the individual pupil. Such evaluations must be based on specific objectives and should serve as a basis for future planning, not merely as a means of rating or placing a pupil.

STANDARDIZED TESTS:

- . . . REQUIRED:
  - . . . METROPOLITAN READINESS TESTS – Form A or B
    - . . . Administered in April or May prior to entrance
    - . . . Request the test results for those youngsters who have attended kindergarten, as these children need not be retested
    - . . . Used as a basis for initial grouping of first year students, especially where there is no kindergarten
  - . . . OTIS-LENNON MENTAL ABILITY TESTS
    - . . . Administered during the second week of October to students in their second, fifth, and eighth year of school
  - . . . BASAL READING TESTS
    - . . . Administered upon the completion of each book in the series
    - . . . Indicate the child's readiness for the next level
    - . . . Subtests indicate the specific areas of weakness
  - . . . STANDARDIZED ACHIEVEMENT TESTS

    (It is required that some form of achievement test be administered in every school at specific times. The testing program should be planned in such a way that the continuity of evaluations be assured.)
- . . . RECOMMENDED:
  - . . . Harcourt, Brace & World, Inc.
    - Diagnostic -- Reading and Mathematics
    - Metropolitan Achievement
    - Stanford Achievement
  - . . . Houghton Mifflin Company
    - Iowa Every Pupil Test
  - . . . Scholastic Testing Service, Inc.
    - Scholastic Achievement
  - . . . Science Research Associates, Inc.
    - SRA Achievement

Since the standard of achievement becomes an individual matter for each pupil, since grades are eliminated and time schedules are modified, the comparison of an individual with other individuals of his chronological age is no longer the purpose of such tests. The results should be viewed individually and they should help the teacher to plan future teaching. In a nongraded situation, the relation between the objectives of learning and the instruments used to determine progress toward these goals becomes vitally important.

> Helpful as it is to know that a given proportion of all children of approximately the same age are better or poorer at a given task than the child we have in mind, it is far more valuable to know how his performance compares with his own past performance, what appear to be the direction and the rate of his development in mastering tasks in that field, and how well this performance relates to what the teacher had planned for him to do. Out of such knowledge, whether or not it is expressed quantitatively as in a grade norm, can indeed come valuable clues to the child's future progress. p. 105
>
> Grade norms lose their usual importance and usefulness when each child is seen as a separate learner with needs and potentialities at variance with those of all other children. p. 107

THE NONGRADED ELEMENTARY SCHOOL – Goodlad and Anderson

OTHER FORMS OF EVALUATION:

. . . Teacher-made skills tests
. . . Daily classwork
. . . Unit tests, mastery tests, . . .

SEMESTER EXAMINATIONS:

. . . It is recommended that examinations at the end of the semester be eliminated in the areas of nongrading since the testing will be thorough upon the completion of each level, and the evaluations in these areas will be continuous.

GROUPING IN THE NONGRADED PROGRAM

> "No one factor of differentiation can possibly create a really homogeneous group . . . As one factor is held constant, others create heterogeneity. GROUPINGS BASED ON DIFFERENT FACTORS FOR DIFFERENT PURPOSES ARE ESSENTIAL. Grade lines need to be crossed for most groupings." p. 117
>
> THE NONGRADED SCHOOL – Richard I. Miller

There has been a great deal of discussion about grouping, but the fact remains that grouping devices alone will not solve the problems of individual differences. Grouping demands a variety of procedures and materials with constant regrouping as each pupil achieves the desired goals. It calls for continuous evaluation of individual progress and of the relationship of the children within the group. It presupposes that the teacher knows his pupils so well that flexibility in grouping becomes the regular procedure.

Today we all realize that adjusting to individual differences in the classroom is a major problem. Differences among children will always exist because they are different; no technique has been devised which assembles groups of students in such a homogeneous manner that uniform instruction can be given. When appropriate group instruction cannot be provided for certain students, they are to be given individual instruction or allowed to engage in independent study. Research has not yet determined the best way of adapting instruction to individual differences and it is doubtful if a best way will ever be found.

Maurie Hillson, noted educator and researcher, conducted a survey to examine grouping criteria and procedures used in one hundred seven nongraded programs. He listed eight basic categories. The items are not ranked in order of importance, but it seems reasonable to suggest that these areas be considered when grouping procedures are determined.

Chronological Age	Because of behavioral activities some nongraded programs arbitrarily set up a two year chronological age spread.
Achievement	If range is to be narrowed, there must be some type of assessment.
Intelligence Quotient . . .	It can be helpful when interpreted in the light of mental age, motor development and physical growth.
Social Maturity.	The pupil's relations with others and his adaptation to various school situations are fundamental to successful operation in school.
Subject Ability.	Readiness at any particular learning stage must be taken into consideration.
Interests	Special note is made of each child's desire and motivation to achieve.

Needs	The child's needs as they concern school, family background, and emotional life must be taken into consideration.
Physical Set	Motor skills, perceptual skills, and physical health all affect learning.

Research reveals that some children need drill less frequently and can interpret relationships more quickly. They often profit from working independently and exercising their initiative and originality. Other children require more direct help from the teacher and frequently need additional and different kinds of practice.

Some pupils have superior powers of reasoning and analyzing. They can handle complex relations of ideas within a topic. Their potential for originality, resourcefulness, initiative, and ability to interpret abstract ideas is more comprehensive. They can engage in long-range assignments that require a high degree of mental organization. They possess powers of self-criticism and, therefore, need opportunities that will challenge their skill in organizing and integrating related ideas into systematic generalizations. These pupils should be encouraged under the guidance of the teacher to do extensive reading and study outside of class. They should be permitted, within limits, to choose and to plan their learning activities.

Other children learn by simple mental processes. They prefer the concrete rather than the abstract, and the specific rather than the general. They are confused by multiple approaches and by complex associations with the topic. Their instruction should be focused on tangible and specific phases of learning. A direct and uncomplicated instructional approach is much more effective. In instruction, it is wise to plan short-range goals, specific and clear assignments, along with realistic outcomes that do not require a high level of organization. Since these children posses limited powers of self-criticism, they need systematic opportunities to discover and to correct their errors. The learning process should develop so gradually that these pupils are not constantly overwhelmed, but are enabled to proceed with order and certainty.

Children are assigned to groups in which they produce best. Under no circumstances should a group become a "label" for a child. Disciplinary infractions and failure to produce assignments are not the criteria by which children are grouped. Where there is proper motivation by the teacher, the situations that interfere with learning will be at a minimum.

> "The curriculum . . . would be so planned and instructional groups so organized that each individual should be experiencing optimum challenge and success throughout the program. Pupils would be regularly regrouped in accordance with the objectives being attacked, and would move from group to group within a class, and indeed from class to class as evidence of achievement indicates.' p. 118
>
> THE NONGRADED SCHOOL – Miller

Flexibility in assignments, responsibilities, and standards of work must all be determined by the teacher's evaluation of the child's needs and capacities. If the teacher is to serve intelligently as a guide to the different groups of learners, he approaches them totally prepared. The selection of the learning experiences is not left to chance; neither are plans made too specifically in advance. The task of teaching still remains the major responsibility of the teacher. Preplanning will most likely include the following phases and actions:

- . . . Appraisal of the child's growth and development based on school records, former teachers' reports, present teacher judgment, and staff meeting discussions
- . . . Projection of plans flexible enough to consider and to weigh the value of suggestions of other staff members
- . . . Provision for the acquisition of skills, bearing in mind that there are different ways of satisfying the interests and meeting the needs of the children
- . . . Collection of books and materials which stimulate self-learning

The teacher, working with various groups both in the preplanning period and during the progress of the year's work, should be asking himself questions such as the following:

- . . . How can educational materials be selected, organized, and used to their best advantage with this group?
- . . . How can I create an environment which will provide the greatest degree of development, both for the individual and for the group?
- . . . How can I so challenge these children that desirable tendencies will be encouraged and extended without the use of artificial motivation or force?

There are various ways that a teacher can work effectively with students either in groups or individually. At times there may be grouping according to interests or special needs. Team groups consisting of four or five students may be more appropriate in another learning situation. Both large and small group instruction have their place in the learning process. Tutorial and/or research work may also be used.

Before the teacher can be of any benefit to the children, he must be conscious of his own motives and behavior. He must be aware of his impact on others in order to influence the class in a positive direction. He must learn to trust his own senses and observations. The teacher needs open and effective communication with his students so that he may perceive more clearly what is occurring. He needs to observe and to listen, thus enabling him to decide the best course of action in this situation. If the teacher is firm and kind, alert and forgiving, rational and consistent, then children learn that authority consists of expectations that are reasonable and nonpunitive. Within this climate of mild frustration but acceptance, learning takes place more readily.

GROUPING POINTS TO REMEMBER

- . . . Grouping is not the only solution to the problem of meeting individual differences, but at least it places those pupils who have similar needs in closer contact with the teacher and with the peer group.
- . . . Differentiation is evident even within the group.

. . . There must be a wide range of carefully selected books and materials if grouping is to be effective.

. . . At times it is advantageous to have a child belong to more than one group.

. . . A teacher should have only the number of groups which she is capable of managing competently.

. . . Instruction is most effective in small groups structured for many teacher-pupil contacts.

. . . Groups of children working without direct teacher guidance should be as carefully planned for as those working in a group with a teacher.

. . . Teacher-guided groups should be working with materials at the student's instructional proficiency level.

. . . Groups that are not directly guided by the teacher should be working with materials at the student's independent proficiency level.

. . . When in doubt as to the appropriate placement of a new student, it is wise to administer some quick informal test to ascertain his approximate placement.

. . . Grouping practices should be flexible enough to allow easy movement from group to group within a class and from class to class within a school.

. . . The COMMUNICATION among principal, teachers, and pupils is an essential part of a flexible grouping program.

MATHEMATICS

Mathematics is the exact science of structures and patterns. It is a system of reasoning that is learned by understanding the properties and principles of operations with numbers. The main objective in our mathematics program is to have students comprehend WHY they do what they do. Its approach is one of investigation, experimentation, and discovery. At every level, children must be encouraged to explore new mathematical ideas, to look for orderly arrangements of numbers, and to develop generalizations about arithmetical procedures.

Readiness for any growth experience is a necessary part of development. In the nongraded program there are no time limits on learning. Therefore, mathematical achievement depends on readiness at each level. Research findings show that a pupil comprehends mathematics more easily if he proceeds from what he already knows to what he does not know. Thorough lesson planning ensures systematic, logical teaching in which concrete and semi-concrete experiences precede the abstract. The pupil must see, feel, and manipulate objects before he works with figures. He must use pictures before he abstracts meaning from numerical symbols.

In mathematics, a teacher can expect accuracy and speed of students only after the understanding of concepts has been established. Meaning must precede proficiency. Drill for the mastery of skills is used primarily as a follow-up to the introduction of concepts. If it is to be effective, drill must be prescribed in terms of pupils' needs. Some pupils will require a great variety of exercises and problem situations before a certain process is mastered. Other pupils may need very little practice after the understanding of a process has been established. The amount and kind of drill, therefore, will differ for each child.

In the study of mathematics each activity, each understanding builds on the knowledge gained from the previous activity, the previous understanding. That is why many educators call mathematics a skill subject. It is developed in sequential steps. It has a spiral, cumulative effect. Skills that are presented and learned at one level are studied in greater depth at each succeeding level. This is evident in the presentation of topics that are listed in these Guidelines.

It must be pointed out that the items within any given level need not be taught in strict sequence, but all should be covered to some extent before the child proceeds to harder and more complicated tasks. The teacher determines through judgment and testing the depth to which each skill should be developed. No skill is skipped. No level is omitted. No level is repeated in entirety. Each new level is approached when the child shows readiness for the experiences concomitant with that particular new level.

Learning is a highly individualized matter even though it often takes place in a group situation. At times some children will find it necessary to have certain concepts strengthened at the completion of a level. Other children may move along rapidly but may need the challenge of enrichment activities to broaden their application of the concepts they have learned. For this reason, reenforcement and enrichment levels have been included. Through their use, the differences among children will not only be recognized but met. The needs of the child will be the determining factor as to whether these levels are used for reenforcement or for enrichment. The amount of time, the presentation of topics, the usė of appropriate materials for the reenforcement and enrichment levels will be decided mainly by teacher judgment and consultation with the mathematics coordinator and/or principal.

21

During the mathematics period, the teacher provides for the necessary mastery of the basic skills by presenting the topics and using the materials in a way that communicates the exciting, creative side of mathematics. A number of texts, workbooks, and supplementary materials have been listed for the convenience of the teacher. Not every book will meet the needs of every child. Not every mathematical tool will achieve the same results with every child. In order that the most effective use be made of all texts and materials, they should be stored in a centrally located area easily accessible to the staff. This will enable the teacher to choose those texts and those aids that provide most adequately for the individual differences that exist among the children in any group.

There may be many other excellent materials available that have not been listed. Some of the very best are those that are devised and invented by the teacher and the pupils themselves. Homemade crafts, flashcards, and counters usually spark a great deal of motivation. It must be emphasized that any text, any supplementary devices are just as good as the teacher's use of them. A child's eagerness to learn and his confidence in applying arithmetical concepts are stimulated by the teacher. Mathematics possesses power and beauty, but the teacher must lead the pupils to unlock these treasures for themselves.

Frequent evaluation is a necessary component of a continuous progress program. Classroom observation and mathematics test results are helpful in enabling the teacher to ascertain the strengths and the weaknesses of each pupil. After the mathematical concepts in each level have been taught and applied to problem situations, after there has been adequate practice for the development of accuracy and speed, there must be opportunities to appraise each pupil's learning in terms of comprehension of concepts.

Short, informal check tests may be given periodically. They are valuable because they indicate which pupils are ready to go on to the next step. Maintenance tests, such as the unit mastery tests, usually follow the completion of each learning stage. Their purpose is to make sure that pupils have not forgotten the skills they have acquired so far. Whenever the need arises, a diagnostic mathematics test may be administered. Specific areas of weakness are pointed out in these tests. Standardized tests are good indicators of the individual child's achievement.

Regardless of the type of test used, much valuable information is conveyed in the results when they are interpreted properly. They are a manifestation of the child's ability to think, to reason, and to attack new problems. They show whether or not the child is making progress commensurate with his potential as he moves from one level to the next. When a new pupil enrolls in the school, tests are especially important because they facilitate placement.

Teaching today is a challenge. A large part of that challenge lies in helping our pupils prepare themselves to live in a technological, highly industrialized society where a working knowledge of mathematics is vital. Our program must provide a framework for continuous exploration of mathematical ideas. It must arouse curiosity and provide new experiences. The evolving, systematic structure of mathematics will stimulate the imaginations of our pupils. As they acquire deeper understandings of basic concepts, as they progressively develop additional skills in logical reasoning and in computation, as they advance through the levels at their own rate, they will come to appreciate mathematics as a dynamic, meaningful part of the curriculum.

MATHEMATICS SKILLS

LEVEL A:

. . . Recognizes and matches one-to-one correspondence
. . . Counts to find the number of members in a set of 1-10
. . . Compares equivalent sets
. . . Identifies 0 with the empty set
. . . Recognizes and identifies numerals 1-10
. . . Associates numeral with number of objects in a set 1-10
. . . Identifies:
circles triangle squares rectangles
. . . Associates shapes with objects

LEVEL B:

. . . Rote counting 0-50
. . . Writes numerals 0-50 in sequence
. . . Recognizes number names zero to twenty
. . . Understands and uses correctly the terms:
set, subset
large, larger, largest
small, smaller, smallest
as many as, more than
fewer, most, not any
before, between, after
first, next, last
above, below
. . . Uses the number line to understand addition and subtraction
. . . Knows addition facts with sums of 1-6
. . . Knows subtraction facts with minuends of 1-6
. . . Recognizes and uses the commutative principle with these facts
. . . Recognizes the inverse relation of subtraction and addition with these facts
. . . Uses symbols to indicate equal =, plus +, minus −
. . . Interprets and solves number stories which involve addition and subtraction facts previously learned
. . . Develops the concept that each whole thing contains two halves
. . . Knows value of money: penny, nickel, dime

LEVEL C:

... Uses ordinal numerals and words first to tenth
... Understands and uses symbols which indicate more than $>$, less than $<$, not equal $\neq$
... Can count, read, write numerals 0-100
... Reads number names zero to one hundred
... Counts and writes by 2's, 5's, 10's, to 100
... Knows odd and even numbers to 100
... Can identify positional value of numerals in ones', tens', and hundreds' columns
... Finds the missing numeral in an equation $6 + \square = 8$; $\square - 2 = 6$
... Knows and uses addition and subtraction facts through 10
... Writes and solves related number sentences:
$5 + 2 = 7$; $2 + 5 = 7$; $7 - 2 = 5$; $7 - 5 = 2$
... Solves word problems using these facts
... Adds and subtracts with two figure numerals using facts previously learned
... Finds the sum of three numerals 0-10: $3 + 2 + 2 = 7$
... Knows some units of measure and the relationship between them:
time – hour, half hour
linear – inch, foot
... Can make change for nickels, dimes, quarters

LEVEL D:

REENFORCEMENT OR ENRICHMENT

At this level the particular skills that need reenforcement are emphasized.

At this level enrichment activities that correlate with the skills in the preceding levels are provided.

LEVEL E:

. . . Reads and writes numerals 0-500

. . . Reads number names zero to five hundred

. . . Understands place value using groupings of ones, tens, and hundreds

. . . Understands mathematical vocabulary:

add, subtract
sum, difference
addend, equation, digit

. . . Knows and uses addition and subtraction facts 0-18

. . . Solves word problems using these facts

. . . Writes and solves related number sentences:

$5 + 6 = 11$; $6 + 5 = 11$; $11 - 6 = 5$; $11 - 5 = 6$

. . . Adds examples with two and three figure addends, no regrouping

. . . Subtracts examples with two and three figure minuends, no regrouping

. . . Interprets a calendar date

. . . Knows the value of half-dollar and dollar

. . . Relates the value of coins to an amount of money

. . . Tells time to the quarter hour

LEVEL F:

. . . Reads and writes numerals 0-1000
. . . Reads number names zero to one thousand
. . . Counts cardinal numbers and numerals by 3's, 4's, and 6's
. . . Discovers patterns in sequence
. . . Responds automatically to addition and subtraction facts 0-18
. . . Adds with regrouping in ones' place only: $43 + 29 = 72$
. . . Subtracts with regrouping in ones' place only: $61 - 25 = 36$
. . . Uses the number line to understand multiplication and division
. . . Multiplies and divides with products and dividends to 18
. . . Uses the commutative principle in multiplication
. . . Recognizes that multiplication and division are inverse operations
. . . Solves word problems using computational skills of previous levels
. . . Interprets decimal value in money situations:
        $1.46 = 1 dollar, 4 dimes, 6 pennies
. . . Can tell time to five-minute intervals
. . . Knows the meaning of fractional parts: ½, ⅓, ¼
. . . Knows some units of measure and relationship between them:
        linear – inch, foot, yard
        liquid – pint, quart, gallon
        dry – dozen, half-dozen
. . . Identifies: point, line, line segment, curve

LEVEL G:

REENFORCEMENT OR ENRICHMENT

LEVEL H:

. . . Understands positional value in two, three, four place numerals
. . . Can find patterns in numbers
. . . Reads and writes Roman numerals I to XII
. . . Responds automatically to basic addition and subtraction facts
. . . Adds examples involving two and three place regrouping
. . . Subtracts examples involving two and three place regrouping
. . . Adds and subtracts examples involving money values
. . . Knows multiplication and division facts through multipliers and divisors of three
. . . Uses problem solving techniques in writing number sentences for word problems
. . . Can tell time to the minute
. . . Recognizes fractions as part of a whole or part of a group
. . . Understands parts of measurements:
    halves and fourths of an inch
    dozen and parts of a dozen
    pound and parts of a pound

LEVEL I:

. . . Rounds off numbers to the nearest ten
. . . Understands and applies mathematical vocabulary and symbols:
    commutative, associative, distributive principles;
    inverse operations, multiply, divide;
    product, quotient
. . . Maintains skills in addition and subtraction using the algorithms
. . . Knows the multiplication and the division facts through multipliers and divisors of 6
. . . Can write the related facts for a multiplication or division example:
    6 x 5 = 30;   5 x 6 = 30;   30 ÷ 6 = 5;   30 ÷ 5 = 6
. . . Understands multiplication as repeated addition
. . . Understands division as repeated subtraction
. . . Understands the zero pattern in multiplication and division
. . . Can use the vertical form in multiplication (algorithm) with a one-figure multiplier
. . . Can use the long division form (algorithm) with a one-figure divisor with no remainder
. . . Decides correctly which operation or combination of operations to use in solving problems
. . . Recognizes, reads, and understands bar and picture graphs
. . . Reads a thermometer to the nearest ten degrees above and below zero
. . . Can use the number line to find equivalent fractions
. . . Recognizes some geometric concepts:
        plane figures and their properties
        points and a circle
        angles and triangles

LEVEL J:

REENFORCEMENT OR ENRICHMENT

LEVEL K:

... Rounds off numbers to the nearest hundred
... Knows Roman numerals through L
... Maintains skill in addition and subtraction using algorithms
... Responds automatically to multiplication and division facts through multipliers and divisors of 9
... Recognizes the identity element in multiplication and division
... Understands regrouping in ones' and tens' columns when using a one-figure multiplier
... Can divide examples having a one-digit divisor and a remainder in the quotient
... Estimates answers in multiplication and division
... Can solve word problems involving more than one operation
... Knows the dry measures and the relationship between them:
peck, bushel, ton
... Recognizes equivalent fractions: $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$
... Uses the number line to see fractions that are greater than one
... Demonstrates the function of a thermometer in measuring temperatures to the nearest degree
... Reads and interprets charts and graphs

LEVEL L:

- . . . Rounds off numbers to the nearest thousand
- . . . Knows Roman numerals through C, D, M
- . . . Responds automatically to the basic facts in all four processes
- . . . Maintains skill in all four arithmetical processes
- . . . Can multiply with multiples of ten
- . . . Checks multiplication by interchanging the multiplier and the multiplicand
- . . . Can multiply with two-figure multipliers
- . . . Can divide with multiples of ten
- . . . Finds quotients in examples with two-figure divisors, with and without a remainder
- . . . Uses multiplication to check division examples
- . . . Multiplies and divides examples involving money
- . . . Demonstrates the operations involved in finding averages
- . . . Recognizes fractions in their lowest terms
- . . . Recognizes proper and improper fractions; mixed numbers
- . . . Adds and subtracts fractions having like denominators
- . . . Constructs picture, line, and bar graphs
- . . . Relates equivalent measures of time:
    - second, minute, hour
    - day, week, month
    - year, decade, century
- . . . Can use dry, liquid, and linear measures in problem situations
- . . . Knows geometric terms:
    - right angle
    - radius
    - diameter
    - length
    - parallel lines
    - plane
    - perimeter
    - width

LEVEL M:

REENFORCEMENT OR ENRICHMENT

LEVEL N:

. . . Reads and writes numerals through hundred millions

. . . Rounds off numbers to estimate

. . . Finds patterns in number sequences

. . . Maintains skills in the four processes through application of the basic principles and inverse operations

. . . Recognizes notation in a number base other than 10

. . . Increases accuracy in multiplication with two and three-digit multipliers

. . . Uses common factor rules

. . . Recognizes: prime number, composite number
greatest common factor, least common multiple

. . . Increases accuracy in division with two-digit divisors with and without a remainder

. . . Demonstrates and understands the concept of fractions:

½ = one-half = $1 \div 2 = 2\overline{)\,1}$

. . . Reads, writes and understands:

proper and improper fractions; mixed numbers
common denominator
equivalent fractions
lower terms, higher terms

. . . Adds and subtracts fractions with unlike denominators

. . . Adds and subtracts mixed numbers

. . . Applies fractions to previously learned measures

. . . Uses short form for division examples

. . . Understands the precision of measurement

. . . Solves problems involving the addition and the subtraction of measures

. . . Uses standard units of area:

square inch, square foot, square yard

. . . Applies previously learned skills to word problems

LEVEL O:

. . . Relates place value to decimals
. . . Recognizes decimals as names for fraction-numbers
. . . Can use decimal notation for tenths, hundredths, thousandths
. . . Adds and subtracts decimals
. . . Understands the relationship between money and decimals
. . . Can change fractions to decimals and decimals to fractions
. . . Understands regrouping in addition and subtraction with decimals
. . . Applies knowledge of decimals to measurement
. . . Illustrates multiplication of fraction by fraction
. . . Understands that the product of two proper fractions is less than either fraction
. . . Multiplies a proper fraction by a whole number
. . . Multiplies a proper fraction by a proper fraction
. . . Divides with two-digit divisors, expressing remainder as a fraction in lowest terms
. . . Reads, interprets and constructs horizontal and vertical bar graphs
. . . Has some understanding of:
    parallel planes
    properties of closed figures
    acute, obtuse, and right angles
    cylinder, cone, pyramid, cube
    arcs of circles, arc degrees
. . . Applies previously learned skills to word problems

LEVEL P:

REENFORCEMENT OR ENRICHMENT

LEVEL Q:

. . . Maintains skill in the reading and the writing of large numbers
. . . Distinguishes between number and numeral
. . . Perceives a pattern for rounding numbers up and down
. . . Understands other systems of numeration
. . . Understands the use of exponents and expanded notation
. . . Maintains skill in fundamental operations with whole numbers
. . . Understands the concepts and basic principles for multiplication of fractions and mixed numbers
. . . Can remove common factors before multiplying fractions
. . . Uses reciprocals in multiplication and division of fractions
. . . Divides fractions using common denominator method
. . . Maintains skill in addition and subtraction of fractions and mixed numbers
. . . Expresses fractions in simplest form
. . . Applies previously learned skills to word problems

LEVEL R:

. . . Applies the basic principles of operation to fractional numbers
. . . Recognizes ratio as a way of comparing numbers
. . . Understands and uses a pattern for equivalent ratios
. . . Understands the order of the numbers in a ratio
. . . Multiplies by 10, 100, 1000 in preparation for multiplication with decimals
. . . Divides by 10, 100, 1000 by moving the decimal point
. . . Multiplies and divides decimals
. . . Can round decimals to the nearest tenth, hundredth, thousandth
. . . Expresses a fraction as a decimal
. . . Recognizes repeating decimals as those in which digits repeat themselves
. . . Applies knowledge of decimal notation to word problems
. . . Understands per cent notation as a way of naming fractional numbers
. . . Uses knowledge of per cent to find:
    a per cent of a number
    what per cent one number is of another
    per cent of increase or decrease
    a number when a per cent of it is known
. . . Sees the relationship of the parts to the whole in divided bar, broken line, and circle graphs
. . . Knows the geometric properties of:
        cylinder   cone   pyramid   cube
. . . Uses a protractor to measure the size of an angle

LEVEL S:

REENFORCEMENT OR ENRICHMENT

LEVEL T:

. . . Uses exponents in naming numbers

. . . Understands and applies the special properties of the four fundamental operations as they pertain to whole numbers

. . . Performs the four basic operations with fractions

. . . Uses decimal fractions in four fundamental operations

. . . Adds and subtracts directed numbers using the number line

. . . Knows the meaning of proportion

. . . Recognizes equivalent ratios as proportions

. . . Expresses ratio as a per cent

. . . Uses ratio in scale drawings

. . . Understands the reciprocal concept

. . . Applies knowledge of measures:

miles per hour
feet per second
foot-pound

. . . Understands union and intersection of sets

. . . Uses set notation and symbolism

. . . Uses equations as mathematical sentences

. . . Understands and uses a replacement set in equations

. . . Computes geometric measurements:

radius and diameter of a circle
areas – triangle, parallelogram, circle
volume – rectangular prism

. . . Solves problems with more than two operations

LEVEL U:

. . . Understands zero as an exponent
. . . Expresses the power notation of numerals in other bases
. . . Expresses ratios as fractions and decimals
. . . Uses fractions and decimals in proportions
. . . Finds the missing term in a proportion
. . . Uses per cent to compute:
    increase, decrease, discount, commission
    interest, rate, principal
    taxes and installment buying
. . . Can use metric units to measure:
    length, area, volume, weight
. . . Constructs circle and line graphs
. . . Organizes data by using:
    frequency, mode, median, mean, range
. . . Solves problems with more than two operations

LEVEL V:

REENFORCEMENT OR ENRICHMENT

LEVEL W:

. . . Uses scientific notation to express very large and very small numbers
. . . Knows and uses numbers in bases other than ten
. . . Differentiates between equations and inequalities
. . . Maintains skill in performing fundamental operations using integers and rational numbers
. . . Understands the concept of terminating and repeating decimals
. . . Recognizes ratios in lowest terms
. . . Expresses per cents as fractions and decimals
. . . Solves proportions by finding a replacement for a missing number
. . . Computes simple and compound interest
. . . Uses standard units of measure in computation and word problems
. . . Analyzes measurements by finding:
  greatest possible error
  relative error
  per cent of error
. . . Converts temperatures from Fahrenheit to centigrade and from centigrade to Fahrenheit degrees
. . . Understands the geometric properties of:
  horizontal, vertical, and oblique lines
  adjacent and vertical angles
  congruent figures
  parallel lines
  simple closed figures
. . . Finds perimeter and area of triangles:
  equilateral, isosceles, scalene
  right, obtuse, acute
. . . Finds the circumference of a circle
. . . Solves word problems involving:
  proportions, per cent, base, rate, interest

LEVEL X:

. . . Increases speed and accuracy in four fundamental processes with integers and rational numbers
. . . Uses geometric theorems to prove congruency of angles in triangle, rectangle, parallelogram, rhombus and square
. . . Finds areas of these geometric figures
. . . Uses a formula to find volumes:
    prism, cylinder, pyramid, cone, sphere
. . . Identifies numbers that are perfect squares
. . . Understands the meaning of square root
. . . Performs the computation to find the square root of a number
. . . Uses a table to find squares and square roots
. . . Uses statistical data to construct histograms and frequency polygons
. . . Differentiates among measures of central tendency:
    mode, median, mean
. . . Uses negative integers in addition, subtraction, multiplication and division
. . . Understands the property of closure
. . . Replaces variables in open sentences
. . . Applies principles to solve equations and to determine inequalities
. . . Solves problems involving the use of graphs:
    graphs in a plane
    solution sets of inequalities
    patterns in graphs
    intersection of graphs

LEVEL Y:

REENFORCEMENT OR ENRICHMENT

LEVEL Z:

. . . Uses mathematical symbols to represent operations and relations

. . . Understands and applies the properties of numbers:

closure
zero
identity element
additive inverse
multiplicative inverse
commutative
associative
distributive

. . . Uses variables in sets and subsets

. . . Solves open sentences by determining the solution set

. . . Uses the concepts of order, ordered pairs, and Cartesian product to find the solution set for an open sentence with two variables

. . . Understands the breakdown of the number system

. . . Understands the concept of binary operation

. . . Recognizes equations as sentences which state that two expressions represent the same number

. . . Understands the meaning of negative numbers

. . . Computes with positive and negative integers

. . . Applies the use of positive and negative integers to a variety of equations

. . . Understands that the sum, difference, product, and quotient of two rational numbers are rational numbers

. . . Plots points on a graph

. . . Recognizes the graph of a number sentence as a picture of a solution set

. . . Solves composite open sentences and graphs the solution set

. . . Writes appropriate equations for word problems

. . . Expresses numbers in exponential form

. . . Can factor: polynomials, difference of squares

. . . Can solve quadratic equations

. . . Understands the use of exponents in scientific notation

. . . Applies generalizations concerning exponents to problem situations

. . . Uses a table to find: cubes and cube roots
sine, cosine and tangent of an angle

. . . Uses sine as a ratio

. . . Is acquainted with the principles of probability

MATHEMATICS

Basic Programs

Addison-Wesley Publishing Company, Inc.
Elementary School Mathematics

American Book Company
Mathematics In Action

Ginn and Company
Mathematics We Need

Harcourt, Brace & World, Inc.
Elementary School Mathematics

Holt, Rinehart and Winston, Inc.
Exploring Elementary Mathematics

Houghton Mifflin Company
Modern School Mathematics

Laidlaw Brothers
New Laidlaw Mathematics Program

McCormick-Mathers Publishing Company, Inc.
The New Mathematics

Merrill, Charles E., Publishing Company
Discovering Mathematics

Sadlier, William H., Inc.
Mastering Mathematics

Science Research Associates, Inc.
Greater Cleveland Mathematics Program

Scott, Foresman and Company
The New Seeing Through Arithmetic Program
Seeing Through Mathematics

Silver Burdett Company
Modern Mathematics Through Discovery

Steck-Vaughn Company
Working With Numbers

Supplementary Materials

Aero Educational Products
Practice Kits

Beckley Cardy Company
Manipulative Materials

Cambridge Book Company
Modern Mathematics Worktexts

Educational Visual Aids
Filmstrips, Transparencies

Encyclopedia Brittanica Press
Math Workshop for Children Workbook
TEMAC Learning Materials – Programmed

Eye Gate House, Inc.
Filmstrips, Records, Tapes

Field Educational Publiciations, Inc.
Cyclo Teacher – Programmed

Ginn and Company
Enrichment Program Workbooks

Harcourt, Brace & World, Inc.
Mathematics Enrichment Programs A-E – Programmed

Holt, Rinehart and Winston, Inc.
Exploring Modern Mathematics – Programmed

Houghton Mifflin Company
Modern Algebra Textbook

Ideal School Supply Company
Manipulative Materials for Mathematics

Merrill, Charles E., Publishing Company
Independent Learning Series – Individualized Mathematics

Milton Bradley Company
Manipulative Materials

Random House-Singer, Inc.
Drill and Practice Kits
Experiencing Mathematics Worktexts

Scholastic Magazines and Book Services
Self-Teaching Arithmetic – Practice Books

Science Research Associates, Inc.
Manipulative Materials, Tapes

Scott, Foresman and Company
Multi-sensory Arithmetic Aids

Webster Publishing Company
Exploring Mathematics On Your Own – Workbooks

Supplementary Aids For Teachers

Colburn, John, Associates, Inc.
MATHEMATICS BACKGROUND FOR THE PRIMARY TEACHER
Elda L. Merton and Lola J. May

Dayton University Press
ACTIVITIES FOR ELEMENTARY SCHOOL MATHEMATICS
John R. O'Donnell

Dover Publications, Inc.
MORE FUN WITH FIGURES
James H. Hunter

Dover Publications, Inc.
JEROME MEYER'S BOOK OF PUZZLE, QUIZ, AND STUNT FUN
Jerome Meyer

Holt, Rinehart and Winston
TEACHING AIDS FOR ELEMENTARY MATHEMATICS
Ethel M. Turner

National Council of Teachers of Mathematics
ENRICHMENT MATHEMATICS FOR THE GRADES, 27th YEARBOOK
Julius H. Hlavaty, Editor

Parker Publishing Company
ARITHMETIC ENRICHMENT ACTIVITIES FOR ELEMENTARY SCHOOL CHILDREN
Joseph Crescimbeni

Prentice Hall, Inc.
ELEMENTARY TEACHER'S COMPLETE IDEAS HANDBOOK
Sidney W. and Iris M. Tiedt

READING

Since reading is the core of the curriculum, it is quite clear that progress in reading is one of the major factors in making grouping decisions. No magic can make the child an instant reader. The functions of reading can be categorized as translating symbols into sound, saying words and getting meaning from the printed page. However, the real essence of reading is comprehension, interpretation, reaction and integration, with word recognition acting as a basic tool or a key to meaning.

In a nongraded program the teacher's goal is to have each child develop interest and acquire skill in reading according to his God-given potential. The child's goal should be to acquire more information and pleasure from the printed page.

Teachers must be willing to build their reading program around the individual needs of each child in the group. They should be able to identify reading difficulties at each stage of the child's progress and adapt the program to meet these needs. Organizing an effective reading program will depend on the ingenuity, creativity, and enthusiasm of each teacher.

The levels in the reading program allow for a child's continuous progress. Reenforcement or enrichment levels are provided to promote additional follow-up activities so that certain skills will be strengthened while other skills will be broadened. Readiness at each level is most important for progress in the skills which revolve around vocabulary, comprehension, context clues, word analysis, silent and oral reading, and purposeful and leisure time reading. Each child's progress should be commensurate with his ability. The teacher's aim must not be limited to the mastery of minimum skills for each child. There are students who can reach a high degree of learning. Such students should be challenged and provided with an expansion of material to make these skills viable, independent of teacher help.

Evaluation of a child's instructional level and the methods employed in teaching him must be made periodically. In short, evaluation and instruction go hand in hand. Any evaluation of an individual's reading achievement should be made in relation to his capacity for achievement. The results of a reading test cannot, therefore, be taken at face value because they fail to indicate the level at which the child can be expected to achieve.

Evaluation programs should be broad enough to assess growth both in and through reading. Such programs will need to employ many different types of measures – teacher observations, current tests, inventories, and past records. In assessing reading growth, standardized tests are helpful in measuring the individual child's progress over a certain period of time. They can also be used to show how a group or an individual compares in achievement with a norm group made up of children representative of the same age or "grade." This is useful in making comparisons, but in a nongraded program the standard of achievement becomes an individual matter for each pupil.

Evaluation of a child's achievement should be continuous. Basal reader tests should be administered at the conclusion of each instructional level. They are valuable in assessing the child's strengths and weaknesses in the skills presented at each level.

Independent and instructional reading levels are determined by informal reading inventories. The frustration and the capacity levels may also be obtained. An informal inventory consists of short selections from each level of a "graded" reading series with which the child is not familiar. These selections are read individually by the child to the examiner. Comprehension is checked by a series of questions based on the selection. (See Appendix)

Along with testing, teacher observation can be a useful evaluative procedure. From daily contact with children in all kinds of reading situations, requiring all kinds of reactions, the perceptive teacher can gather information which will be helpful in meeting the instructional needs of each child. During the directed reading lesson itself, the teacher should be alert for reading behavior that is indicative of progress as well as symptomatic of needs. In fact, every reading lesson should be diagnostic, for through the child's responses the teacher can secure information which will ensure growth in each individual.

Reading materials play an important part in evaluating a child's work. Workbook activities give the pupils independent practice in the skills needed at each level. The workbook pages provide a diagnostic type of information which requires evaluation at the completion of each assignment. These should be done with the pupils either in groups or in teams so that there will be opportunities for immediate correction of errors. A resourceful teacher will plan more than this one type of activity. The various innovative teacher techniques – self-directing, self-correcting activities, newspaper clippings, experience stories, picture cards to arrange in sequence, tachistoscopic devices – will all increase the growth of independent learning. The commercial materials list that follows will also be helpful in selecting aids that will meet the needs of each child.

All children must learn to read if they are to take their place in tomorrow's world. However, all children will not master all the basic skills listed in these Guidelines because the range of learning is so diverse. We must recognize the fact that the teacher is the most important key to success, regardless of methods, materials, or facilities. The destiny of the nation lies in the teacher's power to create greater competency in reading so that tomorrow's citizens may have a better life in a more stable society.

READING SKILLS

LEVEL A:

WORD PERCEPTION

. . . Sees, hears, and interprets likenesses and differences
. . . Distinguishes color, form, shapes, letter and word forms
. . . Hears rhyming elements
. . . Understands left-right progression
. . . Discriminates between initial and final sounds
. . . Associates sound and meaning with printed words
. . . Knows sequence of the alphabet

COMPREHENSION AND INTERPRETATION SKILLS

. . . Comprehends word, sentence, and paragraph meaning
. . . Forms sensory images
. . . Notes details and perceives cause-effect relationships
. . . Follows oral directions
. . . Tells picture stories
. . . Listens to stories and to poetry
. . . Interprets emotional reaction of characters
. . . Expresses ideas
. . . Grasps main ideas
. . . Anticipates what will happen next in a story
. . . Retells a story in proper sequence

LEVEL B:

WORD PERCEPTION

. . . Recognizes and reads the basic sight words
. . . Uses auditory perception and visual recognition of the alphabet
. . . Substitutes initial consonants in words
. . . Recognizes words formed by adding s to known root words
. . . Classifies words by meaning and function
. . . Associates sound and meaning with printed words
. . . Observes visual details
. . . Uses context and word analysis to identify printed words
. . . Recognizes alphabetical sequence

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Grasping main ideas
    . . . Comprehending phrase, sentence, and paragraph meaning
    . . . Listening to stories and to poetry
. . . Uses capital letters and punctuation as aids to comprehension
. . . Anticipates action and outcome of the story
. . . Compares and contrasts
. . . Follows one-step printed directions
. . . Grasps implied ideas
. . . Makes judgments and draws conclusions
. . . Notes emotional reactions and motives of story characters
. . . Organizes and summarizes ideas
. . . Identifies meaning of a word or a phrase in specific context
. . . Uses association such as sensory imagery and sequence as aids to memory
. . . Recreates action and mood through dramatization
. . . Links content to personal experience
. . . Perceives relationships
. . . Achieves effective oral interpretation

LEVEL C:

REENFORCEMENT OR ENRICHMENT

At this level the particular skills that need reenforcement are emphasized.

At this level enrichment activities that correlate with the skills in the preceding levels are provided.

LEVEL D:

WORD PERCEPTION

. . . Maintains skills in:
    . . . Recognizing and reading the basic sight words
    . . . Perceiving sound-symbol relationship
. . . Masters new basic sight words
. . . Perceives consonant sounds in words
. . . Substitutes initial and final consonants in words
. . . Recognizes long vowel sounds
. . . Applies structural analysis: adding -'s, -ed, -ing
. . . Uses context and word analysis to identify printed words
. . . Recognizes alphabetical sequence by first letter
. . . Refines visual perception

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Using capital letters and punctuation as aids to comprehension
    . . . Identifying meaning of a word or a phrase in specific context
    . . . Following one-step printed directions
    . . . Achieving effective oral interpretation
. . . Reacts to content and relates it to personal experience
. . . Organizes ideas in sequence
. . . Uses aids to memory: association, cause-effect relationships, observations, sensory images, sequence
. . . Anticipates, recreates, and projects meaning, mood, and emotion through dramatization
. . . Evaluates actions and personal traits of story characters

LEVEL E:

REENFORCEMENT OR ENRICHMENT

LEVEL F:

WORD PERCEPTION

- . . . Maintains skills in:
    - . . . Recognizing and reading basic sight vocabulary
    - . . . Substituting initial and final consonant sounds in words
    - . . . Using context and phonetic analysis to identify printed words
    - . . . Recognizing alphabetical arrangement
    - . . . Refining visual perception
    - . . . Applying structural analysis by adding -s, -ed, -ing, -'s
- . . . Masters new basic sight vocabulary
- . . . Associates consonant digraphs and letters: ch, sh, th, wh
- . . . Distinguishes between long and short vowel sounds
- . . . Recognizes initial consonant blends
- . . . Perceives medial consonants
- . . . Understands that the same consonant sound may be represented by more than one letter:
  z for s or z; k for c, k, or ck
- . . . Perceives relationships between spoken and written language
- . . . Classifies words by sound, form, meaning, and function
- . . . Identifies compounds made up of two known words
- . . . Identifies contractions
- . . . Recognizes structural changes made by adding -er, -es, -y
- . . . Combines structural and phonetic analysis
- . . . Hears and sees rhyming phonograms: at, fat, cat, hat
- . . . Uses picture dictionary
- . . . Arranges words alphabetically by first letter

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
    - . . . Reacting to content and relating it to personal experience
    - . . . Organizing and summarizing ideas
    - . . . Grasping main idea
    - . . . Identifying meaning of a word or a phrase in specific context
    - . . . Using aids to memory: association, relationships, sensory imagery, sequence

LEVEL F: (Continued)

- . . . Achieving effective oral interpretation through changes in pace or volume
- . . . Recreating action and mood through dramatization
- . . . Comprehending phrase and sentence meaning
- . . . Evaluating actions and personal traits of story characters
- . . . Using capitals and punctuation as aids to comprehension
- . . . Noting emotional reaction of story characters

. . . Recognizes clues to pace and mood
. . . Anticipates action, outcome, and story problems
. . . Makes judgments, draws conclusions, recognizes inferences
. . . Describes pictures or implied action
. . . Forms sensory images: visual, auditory, kinesthetic, tactile
. . . Follows two-step printed directions

LEVEL G:

REENFORCEMENT OR ENRICHMENT

LEVEL H:

WORD PERCEPTION

- . . . Maintains skills in:
  - . . . Recognizing and reading basic sight vocabulary
  - . . . Knowing consonant digraphs
  - . . . Classifying and understanding sound, form, meaning, and function of words
  - . . . Recognizing and arranging words alphabetically by first letter
  - . . . Refining visual perception
  - . . . Using context, structural, and phonetic analysis to identify printed words
  - . . . Understanding that a consonant may represent more than one sound
- . . . Masters new basic sight vocabulary
- . . . Has auditory perception of syllables
- . . . Uses visual clues to vowel sounds in one syllable words
- . . . Associates vowel sounds and letters: long and short vowels;
  _r controlled vowels – ir, er, ur, ar, or
- . . . Anticipates words in a sentence
- . . . Doubles final consonant; changes y to i before adding ending
- . . . Recognizes: contractions, compound words, multi-meaning
  words, synonymn, antonymn, homonyms
- . . . Identifies and blends phonograms
- . . . Uses easy dictionary
- . . . Substitutes initial consonant blends

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
  - . . . Reacting to content and relating it to personal experience
  - . . . Anticipating action, outcome and story problems
  - . . . Noting emotional reactions and motives of story characters
  - . . . Organizing or summarizing ideas
  - . . . Grasping main idea
  - . . . Identifying meaning of a word or a phrase in specific context
  - . . . Using aids to memory
  - . . . Achieving effective oral interpretation; action and mood through dramatization
  - . . . Describing pictured or implied action
  - . . . Forming sensory images
  - . . . Evaluating actions and personal traits of story characters
  - . . . Following two-step printed directions
  - . . . Using punctuation as an aid to comprehension
- . . . Makes judgments, draws conclusions, makes and checks inferences
- . . . Interprets figurative, idiomatic, and picturesque language

LEVEL I:

REENFORCEMENT OR ENRICHMENT

LEVEL J:

WORD PERCEPTION

. . . Maintains skills in:
  . . . Recognizing and reading basic vocabulary
  . . . Substituting initial consonant blends
  . . . Using context, phonetic, and structural analysis to identify printed words
  . . . Identifying and blending phonograms
  . . . Identifying contractions
  . . . Identifying inflected or derived forms in which the final consonant is doubled before an ending or a suffix
  . . . Alphabetizing by the first letter
. . . Masters new basic vocabulary
. . . Uses context clues to determine vowel sounds
. . . Recognizes:
    Vowel digraphs: regular (ai, ay, oa, ee, ea) and
        irregular (ew, ea, au, aw, oo)
    Plain diphthongs: ow, ou, oi, oy
    Consonant digraphs: kn, ph, gh, wr
    Hard and soft sound of c and g
. . . Has auditory and visual perception of syllables in a word
. . . Uses spelling patterns as clues to vowel sounds in one syllable words
. . . Knows and applies vowel rules:
    A single vowel letter followed by one or more consonant letters: at, let, cup
    Two vowel letters together: rain, day, bead, keep, pie, road
    A single vowel letter followed by one consonant letter and final e: take, these, ice
    A single vowel letter followed by two consonant letters and final e: prance, twelve, bridge
    The controlled r in a spelling pattern that is a clue to vowel sound; art, pair, care, large
    A single vowel letter at the end of a word: be, no, by
    The letter a followed by l or w: all, saw
    The letter a preceded by w: wash, warm
    The letter i followed by the letters gh: night, fight
. . . Recognizes silent letters in a word: thought, school
. . . Recognizes and understands suffixes and prefixes
. . . Identifies compounds of one known and one unknown root word
. . . Identifies structural changes made by adding the endings: -en, -ly, -ful, -ish
. . . Develops dictionary skills and understandings

LEVEL J: (Continued)

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Recognizing clues to pace, mood, and setting
    . . . Reacting to content and relating it to personal experience
    . . . Recalling details and perceiving their relationships
    . . . Noting emotional reactions and motives of story characters
    . . . Grasping main idea
    . . . Using aids to memory
    . . . Achieving effective oral interpretation
    . . . Evaluating action and personal traits of story characters
. . . Identifies author's purpose or point of view
. . . Identifies elements of style: refrain, repetition, rhythm, rhyme
. . . Recognizes plot structure
. . . Follows two and three step printed directions

LEVEL K:

REENFORCEMENT OR ENRICHMENT

LEVEL L:

WORD PERCEPTION

. . . Maintains skills in:
  . . . Recognizing and reading basic vocabulary
  . . . Understanding structural changes made by adding prefixes and suffixes to known root words
  . . . Developing dictionary skills and understandings
  . . . Identifying and blending consonants, vowels, and phonograms
. . . Masters new basic vocabulary
. . . Extends the use of spelling patterns as clues to vowel sounds in one syllable words, or accented syllables of two syllable words
. . . Understands that:
    Different spelling patterns may represent the same vowel sound
    The same spelling pattern may represent more than one vowel sound
    A syllable is part of a word in which a vowel sound is heard
    In words of two or more syllables, one syllable is accented more than the other or others
    Spelling patterns that function as clues to vowel sounds in one syllable words may also function as clues to vowel sounds in the accented syllables of two syllable words
. . . Identifies inflected and derived forms in which:
    The final consonant of the root is doubled
    The final e is dropped
    The final y is changed to i
    The f is changed to v or ve
. . . Understands that a word may represent more than one meaning
. . . Comprehends definitions
. . . Understands the function of accent marks
. . . Uses a pronunciation key to interpret dictionary symbols
. . . Understands the schwa symbol and sound
. . . Alphabetizes by first and second letters

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
  . . . Making judgments, drawing conclusions, and checking inferences
  . . . Identifying elements of style
  . . . Grasping main idea and summarizing stories

LEVEL L: (Continued)

- . . . Using aids to memory
- . . . Achieving effective oral interpretation
- . . . Following two and three step printed directions

. . . Reacts to author's or illustrator's purpose or point of view

. . . Locates specific information, forms or verifies an opinion, proves a point

. . . Recognizes plot structure

. . . Locates facts, information, specific details, significant details

. . . Uses puns as aids to comprehension

. . . Pantomimes

LEVEL M:

REENFORCEMENT OR ENRICHMENT

LEVEL N:

WORD PERCEPTION

. . . Maintains skills in:
  . . . Recognizing and reading basic vocabulary
  . . . Applying phonetic skills
  . . . Developing use of pronunciation key
  . . . Using spelling patterns and accents
. . . Masters new basic vocabulary
. . . Perceives primary and secondary accents in spoken and written words
. . . Uses context clues to determine vowel sounds in words or accented syllables:
    bow-bow, contrast-contrast
. . . Uses context clues to decide homographs: lead-lead, lie-lie
. . . Develops dictionary skills and understandings:
  Locates entries
  Uses guide words
  Identifies root words
. . . Develops reference skills: dictionary, glossary, index, table of contents
. . . Develops study skills

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
  . . . Identifying elements of style
  . . . Grasping the main idea and summarizing stories
  . . . Using aids to memory
  . . . Achieving effective oral interpretation
  . . . Recreating action and mood through dramatization and pantomime
  . . . Recognizing plot structure
  . . . Using punctuation as an aid to comprehension
  . . . Evaluating actions and personal traits of story characters
  . . . Locating specific information, forming or verifying an opinion, proving a point
. . . Evaluates author's or illustrator's purpose or point of view
. . . Recalls details and perceives relationships for the purpose of:
    Anticipating action or outcome
    Comparing or contrasting
    Generalizing
    Grouping implied ideas
    Identifying story problem and/or solution
    Identifying fact and fantasy

LEVEL O:

REENFORCEMENT OR ENRICHMENT

LEVEL P:

WORD PERCEPTION

. . . Maintains skills in:
    . . . Using context, phonetic, and structural analysis clues
    . . . Using dictionary, reference, and study skills
    . . . Using context clues to determine vowel sounds and monographs
    . . . Perceiving primary and secondary accents
. . . Uses 's and s' to show possessives
. . . Uses special aids: pictures, maps, diagrams, encyclopedias, thesaurus
. . . Recognizes shades of meaning
. . . Outlines

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Identifying and reacting to the author's mood, tone, purpose, or point of view
    . . . Citing evidence to prove or to illustrate a point or to verify an opinion
    . . . Identifying, reacting, and evaluating traits and emotions of characters
. . . Anticipates mood, action, outcome, theme, plot
. . . Notes the author's method of adapting or using materials
. . . Discriminates between fact and fiction
. . . Perceives relationships: part-whole, time-place, general-specific, main-supporting ideas
. . . Appreciates the meaning of a word or phrase in specific context
. . . Integrates pictorial material and verbal text
. . . Adjusts reading speed to purpose and type of material
. . . Skims and scans

LEVEL Q:

WORD PERCEPTION

- . . . Maintains skills in:
  - . . . Using context, structural, and phonetic analysis clues
  - . . . Using 's and s' to show possessives
  - . . . Using dictionary, reference, and study skills
- . . . Uses dictionary skills:
  - Alphabetizes by second, third, fourth, and fifth letters
  - Uses the full pronunciation key
- . . . Reenforces primary and secondary accents in syllabication
- . . . Adapts definitions to context

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
  - . . . Following sequence of ideas and identifying plot structure
  - . . . Appreciating the meaning of a word or a phrase in specific context
  - . . . Grasping main idea and identifying supporting details
  - . . . Anticipating action, emotional response, or outcome
  - . . . Perceiving relationships: sequence, cause-effect, part-whole, time-place, general-specific, main-supporting ideas
  - . . . Locating information for specific purposes
  - . . . Adjusting reading speed to purpose and to type of material
- . . . Comprehends implied meanings of words, phrases, sentences, and longer passages
- . . . Identifies internal clues
- . . . Defends points of view and attitudes of story characters
- . . . Recognizes and responds to clues through pitch, intonation, stress, and rate in oral reading
- . . . Does critical reading to form, verify, or support opinions
- . . . Previews, skims, scans, outlines

LEVEL R:

REENFORCEMENT OR ENRICHMENT

LEVEL S:

WORD PERCEPTION

. . . Maintains skills in:
. . . Understanding accents
. . . Using reference and study skills
. . . Using phonetic and structural analysis
. . . Using full pronunciation key
. . . Uses abbreviations
. . . Recognizes coined words
. . . Uses etymologies and labels for foreign words
. . . Recognizes idiomatic expressions
. . . Locates information:

almanac
atlas
card catalogue
index

. . . Applies the rules of syllabication and accents
. . . Recognizes pronoun and antecedent relationships

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
. . . Identifying and reacting to author's mood, tone, purpose, point of view, organization of ideas
. . . Understanding characters: motives and inner drives, traits and emotions
. . . Discriminating between fact and fiction
. . . Forming, verifying, citing, and supporting opinions
. . . Adjusting reading speed to purpose and type of material
. . . Understands relationships in complex sentences
. . . Recognizes and understands literary types and devices:

biography
conflict
dialogue
fable
fantasy
novel

. . . Identifies and reacts to elements of style:

humorous detail
picturesque
personification
simile

. . . Appreciates good word choice
. . . Listens and takes part in discussions

LEVEL T:

WORD PERCEPTION

. . . Maintains skills in:
    . . . Applying word analysis
    . . . Applying the rules of syllabication and accents
    . . . Using reference skills and materials
    . . . Using the full pronunciation key
. . . Uses idioms
. . . Uses illustrative phrases and sentences
. . . Strengthens efficient word perception

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Identifying and reacting to author's mood, tone, purpose, point of view, organization of ideas
    . . . Reading critically
    . . . Understanding of literary types and devices
    . . . Achieving oral interpretation
    . . . Outlining
    . . . Listening and taking part in discussions
. . . Understands allusions
. . . Combines details or ideas from various sources
. . . Recognizes and understands literary types and devices:

allegory	climax	historical fiction
analogy	drama	legend
autobiography	folk tale	parody

. . . Uses precise language
. . . Identifies and reacts to elements of style:

alliteration	onomatopoeia	metaphor

. . . Applies good word choice

LEVEL U:

REENFORCEMENT OR ENRICHMENT

LEVEL V:

WORD PERCEPTION

- . . . Maintains skills in:
  - . . . Using dictionary and reference materials
  - . . . Applying the rules of syllabication and accents
  - . . . Developing ability in word analysis
- . . . Understands language growth and change: acronyms, regional differences
- . . . Uses coined words

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
  - . . . Understanding allusions
  - . . . Combining ideas and details from various sources
  - . . . Reading critically
  - . . . Organizing ideas and outlining
  - . . . Applying good word choice
- . . . Considers connotations and denotations of words and details
- . . . Uses ideas from footnotes
- . . . Understands inverted sentence structure
- . . . Understands literary types and devices:
  - article
  - biographical sketch
  - book review
  - chivalry
  - documentary
  - foreshadowing
  - myth
  - proverb
  - symbolism
- . . . Considers kinds of paragraphs:
  - comparison and contrast
  - definition
  - elaboration
  - explanation
  - introduction
  - summary
- . . . Achieves oral interpretation in poetry and choral reading
- . . . Identifies and reacts to elements of style:
  - archaic language
  - colloquialisms
  - descriptive details
  - language of period or time
  - realistic elements

LEVEL W:

WORD PERCEPTION

. . . Maintains skills in:
    . . . Using dictionary and reference skills
    . . . Using word analysis skills

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
    . . . Achieving oral interpretation in poetry and choral reading
    . . . Organizing ideas and outlining
    . . . Identifying and reacting to elements of style
. . . Interprets reference materials
. . . Uses ideas from headnotes
. . . Considers and uses humor
. . . Understands literary types and devices:
        cadence
        epithet
        realistic fiction
        satire
. . . Understands and uses paraphrasing
. . . Relates the author and his works

LEVEL X:

REENFORCEMENT OR ENRICHMENT

LEVEL Y:

VOCABULARY SKILLS

- . . . Maintains skills in:
  - . . . Interpreting and using footnotes and headnotes
  - . . . Tracing the etymology of a word
  - . . . Using dictionary and reference skills
  - . . . Classifying word meanings
- . . . Strengthens phonetic skills:
  - Principles of syllabication
  - Principles that determine vowel sounds in accented syllables
  - Auditory perception of accent
  - Auditory perception of vowel sounds
- . . . Recognizes root meanings in variants and derivatives formed from Latin or Greek roots
- . . . Recognizes similar or contrasting meanings

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
  - . . . Relating the author and his work
  - . . . Using oral interpretation in poetry and choral reading
  - . . . Comparing and contrasting, drawing conclusions, noting details
- . . . Anticipates future events
- . . . Relates art and literature; literature and life
- . . . Recognizes the author's method of adapting source materials
- . . . Understands characters:
  - Notes character development
  - Recognizes motives and inner drives of characters
  - Identifies traits and emotions of characters
- . . . Fuses ideas from different sources in discussions
- . . . Understands literary types and devices:
  - anecdote
  - lyric poetry
  - narrative poem
  - radio play
  - short story
  - theme
- . . . Recognizes the author's organization of ideas
- . . . Reads intensively for exact meaning
- . . . Identifies and reacts to elements of style:
  - atmosphere or mood
  - methods of characterization
  - descriptive details
  - figurative language
  - formal or informal writing
  - irony
  - realism
  - suspense

LEVEL Z:

VOCABULARY SKILLS

. . . Maintains skills in:
  . . . Recognizing root meanings in variants and derivatives formed from Latin and Greek roots
  . . . Tracing the etymology of words
  . . . Using dictionary and reference skills

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
  . . . Recognizing the author's method of adapting source materials
  . . . Understanding characters:
      noting character development
      recognizing motives and inner drives of characters
      identifying traits and emotions of characters
  . . . Using oral interpretation of/in poetry and choral reading
  . . . Understanding literary types and devices
  . . . Relating art and literature, literature and life
  . . . Identifying and reacting to elements of style
. . . Does dramatic interpretations of characters and plot
. . . Recognizes elements of humor: exaggeration and incongruity

LEVEL A_1:

REENFORCEMENT OR ENRICHMENT

63

LEVEL B_1:

VOCABULARY SKILLS

- . . . Maintains skills in:
  - . . . Applying full use of the pronunciation key
  - . . . Recognizing root meanings in variants and derivatives formed from Latin and Greek root words
  - . . . Using dictionary and reference skills
- . . . Discriminates between shades of meaning
- . . . Fuses meanings derived from two or more definitions

COMPREHENSION AND INTERPRETATION SKILLS

- . . . Maintains skills in:
  - . . . Anticipating future events
  - . . . Relating art and literature; literature and life
  - . . . Recognizing author's method of adapting source materials
  - . . . Fusing ideas from different sources
- . . . Establishes criteria for evaluating literature
- . . . Recognizes elements of humor: mock-heroic language
- . . . Understands literary types and devices:
  - ballad
  - coincidence
  - couplet
  - dialect
  - editorial
  - epic poem
  - plot
  - problem story
  - science fiction
- . . . Appreciates translations
- . . . Considers viewpoint

LEVEL C_1:

VOCABULARY SKILLS

. . . Maintains skills in:
  . . . Discriminating between shades of meaning
  . . . Fusing meanings derived from two or more definitions
  . . . Using dictionary and reference skills

COMPREHENSION AND INTERPRETATION SKILLS

. . . Maintains skills in:
  . . . Relating art and literature; literature and life
  . . . Establishing criteria for evaluating literature
. . . Understands literary types and devices:
- comic relief
- diary
- irony
- tragedy

. . . Contrasts elements of style in selections
. . . Develops comprehension skills by listening to:
- debates
- dramatizations
- films, radio, television, records
- panel or group discussions
- poetry, prose, stories
- reports or informal talks

. . . Develops interpretation skills through:
- choral recitations
- debates
- dramatizations
- giving reports or informal talks
- panel or group discussions
- reading poetry or prose aloud
- story telling

LEVEL D_1:

REENFORCEMENT OR ENRICHMENT

READING

Basic Programs

- Allyn and Bacon, Inc.
  - Sheldon Basic Reading Series

- American Book Company
  - Read Series
  - Betts Basic Readers

- Ginn and Company
  - Basic Reading Program, the 100 Edition
  - Reading 360

- Harcourt, Brace & World, Inc.
  - The Bookmark Reading Program

- Harper & Row, Publishers
  - Basic Reading Program

- Heath, D.C. and Company
  - Reading Caravan
  - Teen-Age Tales

- Holt, Rinehart and Winston, Inc.
  - Sounds of Language Readers

- Laidlaw Brothers
  - Urban Series

- Lyons & Carnahan
  - Developmental Reading Series

- Macmillan Company
  - The Macmillan Reading Program
  - The Bank Street Readers

- Reardon, Baer and Company
  - The Christian Child Reading Series

- Scott, Foresman and Company
  - The New Basic Cathedral Reading Program
  - The Open Highways Program
  - America Reads Literature Program
  - Galaxy Program

Supplementary Materials

- Aero Publishing Company
  - Self Correcting Reading Materials (Packet)

- Allyn and Bacon, Inc.
    - Supplementary Readers

- Beckley-Cardy Company
    - Classroom Reading Aids

- Field Educational Publications, Inc.
    - Cyclo-Teacher Learning Aid School Kit

- Ginn and Company
    - The Ginn Enrichment Readers

- Harcourt, Brace & World, Inc.
    - Adventures in Literature
    - The Literature Readers
    - The Palo Alto Reading Program
    - Speech-to-Print Phonics (Kit)
    - Durrell-Murphy Phonics Practice Program (Kit)

- Ideal School Supply Company
    - Reading Tapes

- Laidlaw Brothers
    - Gateway to Reading Treasures

- Lyons & Carnahan
    - Curriculum Enrichment Series
    - Curriculum Motivation Series
    - Pacesetters in Personal Reading
    - Phonics We Use (Kit of Games)

- Macmillan Company
    - Literary Heritage Books
    - Reading Spectrum of Books
    - Reading Spectrum of Skills

- McCormick Mathers Publishing Company, Inc.
    - Building Reading Skills Series
    - The Challenge Reader Series

- McGraw-Hill Book Company
    - New Practice Readers Books A-G

- Merrill, Charles E., Publishing Company
    - Building Reading Power (Kit)
    - Reading Skilltapes
    - Treasury of Literature

- Newman Visual Education
    - Tachist-o-Films

- Prentice-Hall, Inc.
    - Be a Better Reader

- Random House-Singer
    - Reading Pacemakers (Kit)

- Reader's Digest Services, Inc.
  - Reading Skill Builders

- Reading Development Center
  - Reading and Spelling Records

- Science Research Associates, Inc.
  - Reading Laboratory Series

- Scott, Foresman and Company
  - Bright Horizons
  - Wide Horizons
  - Multi-Sensory Resource Materials

- Society for Visual Education, Inc.
  - Reading Filmstrips

- Steck-Vaughn Company
  - Reading Essentials Series

- Webster Division McGraw-Hill Book Company
  - Programmed Reading
  - Webster Classroom Reading Clinic (Kit)

Supplementary Aids For Teachers

- Bete, Channing L., Company, Inc.
  - GOAL: BETTER READERS
    - Ruth A. Scallan

- Bureau of Publications, Teachers College, Columbia University
  - READING AIDS – THREE HUNDRED DEVELOPMENTAL READING ACTIVITIES
    - David H. Russell and Etta E. Karp

- International Reading Association
  - THE READING TEACHER

- McGraw-Hill Book Company
  - LEARNING TO READ: THE GREAT DEBATE
    - Jeanne S. Chall

- Merrill, Charles E., Books Inc.
  - TEACHING READING
    - Arthur W. Heilman

- Parker Publishing Company, Inc.
  - DIAGNOSIS AND REMEDIATION OF READING DISABILITY
    - Emerald Dechant

- Plays, Inc.
  - THIRTY PLAYS FOR CLASSROOM READING
    - Donald D. Durrell and B. Alice Crossley

PARENT-TEACHER CONFERENCES

Reporting pupil progress to parents is one of the primary responsibilities of the school. Perceptive educators realize that the most beneficial type of reporting is the kind that tells parents how they can help their child to develop his potential to the maximum. Reports, oral and written, fulfill their purpose when they communicate to parents an evaluation of the child's continuous progress.

Parent-teacher conferences best accomplish the purpose of reporting pupil progress. They are a natural outgrowth of the change that is being effected in school organization by the nongraded program. The conferences also serve as a public relations procedure through which teachers can interpret the nongraded program to parents.

Successful conferences between parents and educators assure an understanding of the factors so important in the development of children. Parents and teachers are mutually concerned about helping the child to acquire the knowledge, the skills, and the attitudes essential to successful living. They are equally concerned about helping the child to become socially and emotionally mature. Too often parents and teachers have failed to recognize that educating a child is a task they have in common. It is at this point that one wonders whether a teacher can possibly understand a child without knowing or talking with his parents. In the past some parents and teachers have been fearful of one another. A reasonable solution to the problems of fear and mistrust is the opportunity to confront these issues openly in joint discussions. Parents and teachers must start with the assumption that in guiding the child's learning experiences, they are mutually respecting one another as persons. Such respect engenders increased stability and security in the child.

In many school systems the parent-teacher conference is gradually replacing the traditional report card, since the card fails to give sufficient information. During the conference parents and teachers share their understanding of the child. If the conferences are well planned and tactfully conducted, they will gradually become easier and more effective.

GENERAL PURPOSES OF PARENT-TEACHER CONFERENCES:

... To enable home and school to meet the needs of the child more effectively
... To establish a working relationship with parents in the interests of the child
... To interpret to parents their child's growth and progress in his school work
... To suggest ways parents can help children succeed in school
... To help parents understand the role of education in a democratic society
... To share with parents professional knowledge about social and emotional development of children
... To help the teacher acquire an understanding of the child's relationship with his parents, brothers and sisters, and other family members
... To help the teacher understand the family's aspirations for the child, his routines, interests, out-of-school activities, and the emotional tone of the home
... To provide opportunity for the teacher to perceive the parents' reaction to school
... To help parents recognize the individual parent-teacher conference as an indispensable part of a modern educational program

PARENT PREPARATION:

The first appointment notice, sent two weeks in advance, should contain an explanation of the purpose of the individual conference and comments to guide the conference discussion. Parents are interested in knowing about:

. . . the child's progress through the levels
. . . his relationship with his teachers and his peers
. . . the responsibility the child assumes for his own learning
. . . his effort and conduct in school situations
. . . his work and study habits
. . . the child's special interests and abilities

The parents should be informed as to how much time will be allotted to them for the conference. The appointment should be confirmed by the parents in a letter or a note.

TEACHER PREPARATION:

The skills lists for the levels at which the child is working, as well as his cumulative records, tests, health records, copies of recent assignments and other materials will assist the teacher in giving a relatively accurate picture of the child's classroom performance. A folder containing some of the child's work may be prepared for the occasion. If time and facilities permit, it might be well to have a tape recording of the child's reading performance. During the conference, the behavior traits checklist will be an aid in discussing attitudes. (See Appendix)

CONFERENCE TECHNIQUES:

It is very important that the conference begin and end on time. Good personal relations suggest that a cordial and understanding atmosphere prevail during the time of the interview. Begin and end the conference on a positive note.

CONFERENCE EVALUATION:

Like many other things, conferring improves with practice. Recognizing and correcting mistakes facilitate this improvement. After each conference you might ask yourself:

. . . Was the conference cordial and professional?
. . . What were the reactions of the parents?
. . . How will the things that I learned help me in my relations with the child?
. . . Did the parents learn more about their child?
. . . Did I praise the child in some way?
. . . Did the parents leave with a friendly, positive attitude?
. . . Did we arrive at specific ways to help the child?

CONFERENCE FOLLOW-UP:

A report of the conference should include the date, the child's strong points, his needs, and plans for helping him. It is recommended that the conference be noted as soon as possible so that important facets will not be overlooked. Such notations will be helpful when compiling the summary of the conferences for the permanent record card.

CONCLUSION:

The school cannot achieve its objectives unless cooperation between home and school is developed and maintained throughout the child's entire period of elementary schooling. School personnel are challenged to discover and to initiate effective ways to provide opportunities for parents and teachers to remain in close communication. A well designed system of conferences presents a way for home and school to work together to improve educational opportunities for all children.

CONTINUOUS PROGRESS REPORT CARDS

In addition to parent-teacher conferences, report cards are another valuable means of conveying information about the child. They should give as clear and complete a picture of the child's progress as possible. The report card emphasizes the need for good communication between the parent and the teacher. It is important, therefore, that the message be interpreted correctly.

The Continuous Progress Report Card endeavors to give an evaluation of the individual child's progress in relation to his ability. Progress in the nongraded subject areas is based on levels that allow for sequential and continuous learning. The levels are comprised of concepts and skills which promote growth consistent with each child's ability. Lists of skills appropriate for each level are included in the Guidelines. These skills will be helpful in planning basic experiences to accompany the learning process and in communicating to parents the information pertinent to each child's school performance.

Levels are set up specifically to provide more adequately for the growth patterns of individual pupils. In no way should they become barriers to continuous progress. The flexible framework of the levels is evidence that the skills in themselves are not geared to any one kind of learner. With no time limit on learning, some children will complete the levels in greater, depth and will progress more rapidly. Other children will not complete all the levels nor will every child master the skills within the level to the same degree. Teachers must adapt their methods and procedures to meet the differences that exist among individuals and, also, to meet the differences that exist within individuals.

The report card exemplifies the philosophy of the nongraded program. It enables parents to know that each child is being given the opportunity to develop his God-given ability in every subject. The code on the report card reflects this thinking. MARKED progress is designated by the letter M. EXPECTED progress is shown by the letter E. LITTLE progress is denoted by the letter L.

Pupil progress in the nongraded program is determined in part by the child's attainable goals, his achievement in subject matter, and the quality of the work that he does. However, these factors alone do not give the complete evaluation. They must be examined in the light of the child's potential. The teacher's evaluation will necessarily take into consideration the child's learning rate and his capabilities in addition to his growth and development in the knowledge of the subject matter. When marking the report card, the teacher judges the balance between the quantitative and qualitative aspects of learning as colored by ability. This means that any child who is doing what can reasonably be expected of him is making EXPECTED progress. With a reasonable amount of effort each child should be able to attain the goals set for him.

Determining the student's progress is one of the most difficult tasks that faces the teacher. Some idea of the child's potential and achievement can be established by using mental ability and standardized test scores, previous teachers' evaluations, personal judgment, observation of the pupil's participation in class, and his subject test scores. The marks on the report card indicate the relationship between these two components – the child's apparent potential and his actual achievement.

The plan for reporting pupil progress requires three cards: the homeroom card, the reading card, and the mathematics card. In order that parents may be given an accurate appraisal of the child's school work, teachers are required to keep a record of the skills and the concepts

72

that have been mastered at each particular level The type of record keeping may be determined by the principal and the faculty, but it is strongly recommended that any reference to percents, letter marks, or grade equivalents" be avoided. The local situation will dictate the means to use in explaining to parents the validity of the markings and the reliability of the teachers' judgments expressed by the code on the report cards

The nongraded reading program is built on thirty levels. These are listed on the reading card and are designated with letters from A to Z on through A_1, B_1, C_1, D_1. The basic levels are followed by reenforcement or enrichment levels to provide for the strengthening or the in-depth mastery of the skills. The level at which the child is working when the report cards are distributed is circled A letter mark – M, E, or L – is then assigned to indicate his progress in the total reading program. Finally, the teacher checks the column (Marked, Expected, Little) which shows the kind of progress the child is making in word analysis, comprehension, oral reading, and class participation

Because the philosophy of the nongraded school accepts the child with his individual learning patterns, some children may require more time than others to master the basic reading skills and concepts. In the nongraded program there are no specified number of levels that a child must complete at any given period of his school life. It is conceivable that the reading levels could be completed by most children in eight years. Some children may need nine years; a very few seven years.

The nongraded mathematics program comprises twenty-six levels of skills and concepts. The levels on the mathematics card extend from A to Z. Reenforcement or enrichment levels follow the basic levels and allow for necessary depth in the acquisition of skills. After the level at which the child is working has been circled, over-all progress in mathematics is designated by the letter M, E, or L. The teacher then indicates the kind of progress the pupil is making in the specific areas of computation, concepts, problem solving, and class participation by checking the appropriate column

When providing for the student's individual differences in mathematics, teachers will find it necessary to challenge some children and to allow more time for practice with others. The amount of time spent at each level will differ for individual pupils. There can be no timetable to indicate how many levels will be completed each year if the continuous progress of each child is to be fostered

The homeroom card includes all subjects except reading and mathematics. Only those subjects that are taught in any particular department are marked on the homeroom card. In schools where formal physical education and foreign language classes are a part of the curriculum, a mark should be given for these subjects. The same code that is used for reading and mathematics is used for the subjects on the homeroom card:

M – MARKED progress

E – EXPECTED progress

L – LITTLE progress

One of the desired outcomes of the nongraded program is to help pupils develop behavior characteristics that reflect Christian social principles. Social habits together with work and study habits are indicative of the child's personality development During the course of the school day, teachers have many opportunities to observe the child as he proceeds from one activity to the next and to note the kind of progress he is making in each situation. Parents are eager to have this information, also. Desirable habits and attitudes are listed on the three report cards. The teacher leaves a blank space to indicate that there is satisfactory progress. The mark (x) in the space is used to show that there is unsatisfactory progress to some degree.

Although the pupils receive three report cards, the parents sign only one. A note to this effect is printed on the back of the homeroom card. In addition to the scheduled parent-teacher conferences, provision is made on each report card for parents to request an interview with the teacher and for teachers to request an interview with the parents. Good home-school communications will be maintained if interviews are scheduled as soon as possible after they have been requested.

In the nongraded program there is neither promotion nor failure. Honor rolls, certificates of merit for class achievement, graduation exercises, and the like are, therefore, not appropriate. At the end of the school year, each pupil is assigned to a homeroom. This is indicated on the homeroom card. An alphabetical list of pupils should be prepared for the next homeroom teacher. (See Appendix) The reading and the mathematics levels at which the child is working are noted on the individual subject card. This information, also, should be recorded for the next teacher. (See Appendix) The code that is used on the Continuous Progress Report Card is used on the permanent record card.

Our Catholic philosophy of education upholds the rights of parents as the child's first educators. Parents have delegated part of their responsibility to the teachers in our schools. This is a tremendous privilege because it makes teachers partners with parents in the education process. The school cannot achieve its goal of meeting the needs of every pupil unless a relationship of sincerity and cooperation exists between teachers and parents. The report cards, conscientiously marked and carefully explained, can communicate the message that will foster the type of relationship in which the child is the first beneficiary.

Name ______________________________

Teacher ______________________________

READING PLACEMENT:

Reading progress is determined by the mastery of skills at a particular level. The level at which your child is working has been circled

LEVEL

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z	A_1	B_1	C_1	D_1

READING EVALUATION

The progress which your child is making at the level indicated above is explained below by check marks indicating whether the progress is (M) marked, (E) expected, or (L) little. The letter evaluates his overall progress in reading. The other four marks note his progress in specific reading skills.

overall mark.

READING	1			2			3			4		
	E											
	Marked	Expected	Little	Marked	Expected	Little	Marked	Expected	Little	Marked	Expected	Little
Word Analysis	✓											
Comprehension		✓										
Oral Reading			✓									
Class Participation	✓											

Assignment For Fall Term 19____

Reading Level ____________

75

Name ____________________

Teacher ____________________

MATHEMATICS PLACEMENT:

Mathematics progress is determined by the mastery of skills at a particular level. The level at which your child is working has been circled.

LEVEL

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

MATHEMATICS EVALUATION

The progress which your child is making at the level indicated above is explained below by check marks indicating whether the progress is (M) marked, (E) expected, or (L) little. The letter evaluates his overall progress in mathematics. The other four marks note his progress in specific mathematics skills.

MATHEMATICS	1			2			3			4		
	Marked	Expected	Little	Marked	Expected	Little	Marked	Expected	Little	Marked	Expected	Little
Computation												
Concepts												
Problem Solving												
Class Participation												

Assignment For Fall Term 19____

Mathematics Level ____________

Dear Parents,

The Continuous Progress Report consists of three cards: The Homeroom Card, The Reading Card, and The Mathematics Card. After you have examined all three cards, kindly write your signature on the homeroom card as indicated below.

Parent's Signature

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

HOMEROOM ASSIGNMENT FOR

FALL TERM 19______

ROOM ____________

DIOCESE OF PITTSBURGH

CONTINUOUS PROGRESS REPORT

Year 19____ - 19____

School ______________________________

Name ______________________________

Homeroom Teacher ______________________________

Superintendent's Message

This is the new, official diocesan report card. It is an essential part of the nongraded program which has been adopted in all our schools. Perhaps you are already familiar with the program, for your child may be attending one of the schools where this educational approach has existed for many years. If you are acquainted with this program, then you will have an appreciation for its value. If it is new to you, then a brief explanation, to be augmented through meetings with the local principal and teachers, is in order.

The nongraded program provides a unique organization of the elementary school that attempts to meet the needs of each child. It recognizes the fact that each child is different and that he must be taught and evaluated as an individual on the basis of his own talents and abilities. It allows him to progress through the elementary school at his own rate and in terms of his own abilities. Such conditions offer the best atmosphere for teaching and learning and emphasize the dignity of each child as an individual. This new report card, then, will tell you exactly how your child is progressing in terms of his own ability.

It is our firmest hope that, as parents, you will study this report carefully and discuss it with your child. Your interest in his educational development is essential.

Sincerely yours in Christ,

Auxiliary Bishop
Superintendent of Schools

	1	2	3	4
RELIGION(Knowledge of subject matter)				
HANDWRITING				
SPELLING				
ENGLISH				
SCIENCE				
HISTORY				
GEOGRAPHY				
CHRISTIAN SOCIAL LIVING				
MUSIC				
ART				
PHYSICAL EDUCATION				
FOREIGN LANGUAGE				

PROGRESS CODE:

M - Marked Progress
E - Expected Progress
L - Little Progress

PROGRESS IN DESIRABLE HABITS AND ATTITUDES

Blank indicates that the child is making satisfactory progress.
X indicates unsatisfactory progress to some degree.

SOCIAL HABITS	1	2	3	4
Is considerate and courteous				
Shows respect for authority				
Accepts criticism favorably				
Has self-control				
Respects Property				
Observes school rules				

WORK AND STUDY HABITS	1	2	3	4
Listens attentively				
Follows directions				
Works well independently				
Has neatness in daily work				
Does homework assignments well				
Class participation				

	1	2	3	4
Times absent				
Times tardy				
Interview requested by teacher				
Interview requested by parent				

PERMANENT RECORDS

One of the principal's prime responsibilities in regard to pupil accounting is securing and maintaining accurate records. Adequate pupil records are essential in rendering a description of the pupil's progress in school, in discharging the professional duty of guiding the pupil in his education, and in recording factual data which can be used to study, to plan, to organize, and to develop the curriculum. The knowledge a principal acquires from the pupils' permanent record cards aids in the administration of the school. Pupil records are needed also to supply statistical information required by the State and by the Diocese.

The purpose of the cumulative folder is to provide a permanent record of the child's progress for the professional staff and to aid in planning those learning experiences from which the child will most readily benefit. Therefore, the information on the cards must be accurate, complete, and current. A continuous evaluation of the child's progress is possible only when every teacher supplies the necessary data and comments.

The cumulative records become part of the school's permanent holdings. They may never be disposed of nor destroyed. Since there is much valuable information on the cards, they should be kept in a fireproof file that can be locked. This file is usually located in the administrative office of the school building where it can be made readily accessible to the faculty.

The name and the location of the school together with the initial information on the child – his name, date and place of birth, parish affiliation, address, phone number, and family background – should be typed on the card. All further entries should be made with black ink or black ball point pen. These entries should be dated and signed by the person making them.

Recording the reception of sacraments, and the readiness, mental ability, and the standardized test scores is the responsibility of the homeroom teacher in whose charge the child is placed when these sacraments are received, or when these tests are administered. At the close of the school year, each homeroom teacher completes the record of school progress which includes academic achievement, growth in desirable habits and attitudes, and special talents and interests. The reading and the mathematics progress is recorded as each level is completed. The same code that is used for academic progress, M – Marked Progress, E – Expected Progress, L – Little Progress, is used for reading and for mathematics.

On the reverse side of the folder, the teacher records the dates of the Parent-Teacher Conferences. During the course of the school year, brief, significant comments resulting from the Parent-Teacher Conferences should be made concerning the child's progress and school attitude. At the end of the school year the teacher summarizes these comments for the permanent record card. The signature of the teacher accompanies these comments.

If a child transfers to another school, a photostatic or photographic copy of the record is sent to the receiving school and the original record is retained by the original school. The name of the school to which the pupil is transferring and the date of withdrawal are noted on the front of the permanent record card. In addition to the copy of the card, the medical and dental records, the current report card, and the transfer letter (See Appendix) explaining the reading and mathematics levels are sent. The profile sheets from the standardized tests and mental ability tests should be included.

Anytime a new pupil enters from another school, the name of the sending school and the date of admission are recorded on the front of the record card. When the permanent record card is prepared for the new student, the copy of the record from the school previously attended is

inserted. It is not permitted to transcribe data acquired from the sending school.

The confidential nature of the information on the cumulative record demands that every teacher respect the pupil's right of privacy. It would be a severe breach of professional ethics to divulge any of the data that may come to the attention of the teacher while working with the cards. The strict confidence that must be kept concerning permanent record cards precludes the handling of these cards by students or any other unauthorized person. It is permitted to use data on the permanent records for research purposes provided this is done under conditions outlined by the Diocesan Schools Office.

The cumulative records, when used judiciously, help teachers and principals to understand more clearly the needs of their pupils. The records serve as guides in reaching the best decisions concerning each pupil's educational and vocational interests, needs, and plans. By working continuously to maintain the quality and honesty of the information recorded on the folders, teachers and principals can contribute to the total picture of each child's school progress.

PERMANENT RECORD CARD FOR THE ELEMENTARY SCHOOL PUPIL

of the

DIOCESE OF PITTSBURGH , PENNSYLVANIA

SCHOOL

LOCATION

ENTERED FROM DATE

TRANSFERRED TO DATE

HIGH SCHOOL ENTERED DATE

A permanent record of the information indicated on this official form is to be retained for every pupil registering in all schools of the diocese. The original entries are to be made at the time of registration. It is the responsibility of the principal to see that these records are kept up to date. **All subsequent entries should be dated and signed by the person making them.** As long as the pupil is in the school this card is to be retained in the active file. If the child transfers, or when he enrolls in the secondary school, the card is to be put into a permanent inactive file.

INSTRUCTIONS FOR THE COMPLETION OF THIS RECORD

1. Education of parents should indicate the highest level attained in school and notation of education beyond high school, such as college major, technical institute, etc.
2. The teacher's comment in the RECORD OF PARENT-TEACHER CONFERENCES should include all pertinent facts which will further complete the permanent record of the child.
3. Profiles of Standarized Tests results should be kept until new data is available.
4. Use this folder for filing all data pertinent to the growth and development of the child.

NAME ______ LAST ______ FIRST ______ MIDDLE ______ **M**___ **F** ___ SEX **INITIAL REGISTRATION** ______ DATE ______ YEAR IN SCHOOL

DATE OF BIRTH ______ VERIFIED BY CERTIFICATE ______ PLACE ______ RELIGION ______ PARISH AFFILIATION

FATHER'S NAME ______ EDUCATION ______ RELIGION ______ OCCUPATION ______ OTHER DATA

MOTHER'S NAME ______ EDUCATION ______ RELIGION ______ OCCUPATION ______ OTHER DATA

GUARDIAN'S NAME ______ EDUCATION ______ RELIGION ______ OCCUPATION ______ OTHER DATA

NUMBER OF CHILDREN IN FAMILY
(Mark every second year)

BOYS	19__	19__	19__	19__
OLDER				
YOUNGER				

GIRLS	19__	19__	19__	19__
OLDER				
YOUNGER				

HOME ADDRESS	CITY	STATE	ZIP CODE	PHONE

SACRAMENT RECORD

	BAPTISM	PENANCE	HOLY EUCHARIST	CONFIRMATION
DATE				
CHURCH				
CITY, STATE				

VERIFIED BY CERTIFICATE: YES NO

SPECIAL TALENTS AND INTEREST. IF OUTSTANDING - CHECK ✓

YEAR	19___	19___	19___	19___	19___	19___	19___	19___	19___
ART & CRAFTS									
MUSIC									
DRAMATICS									
MECHANICS									
SCIENCE									
ATHLETICS									

READINESS TEST

DATE	AGE (C.A.)	TITLE & FORM	WORD MEANING	LISTENING	MATCHING	NUMBERS	ALPHABET	COPYING	TOTAL SCORE	PERCENTILE

MENTAL ABILITY TESTS

DATE	TITLE & FORM	SCORE	C.A.	M.A.	I.Q.	

Harry C. Suehr Co., Publishers, Pittsburgh, Pa. 15205

82

18

82 11.4

ACHIEVMENT TESTS (RECORD RESULTS IN PERCENTILES)

DATE	TITLE & FORM	WORD READ.	WORD MEAN.	PARA. MEAN	VOCAB.	SCI. & S.S.C.	SPELL.	WORD ST SKILLS	LANG.	ARITH.	ARITH COMP.	ARITH. CONC.	ARITH. APP.	SOC. STS.	SCI.		

RECORD OF SCHOOL PROGRESS

ACADEMIC M Marked Progress E Expected Progress L Little Progress															HABITS AND ATTITUDES Blank indicates satisfactory progress. x Indicates unsatisfactory progress to a degree.									
YEAR	DEPARTMENT AND HOMEROOM	CHRISTIAN DOCTRINE (knowledge of subject.)	HANDWRITING	SPELLING	ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	CIVICS (CSL)	MUSIC	ART	PHYSICAL EDUCATION	DAYS ABSENT	TIMES TARDY	COURTESY	RESPECTS AUTHORITY	SELF-CONTROL	RESPECTS PROPERTY	OBSERVES RULES	ATTENTION	WORK HABITS	STUDY HABITS	CLASS PARTICIPATION	RECORDING TEACHER'S SIGNATURE

READING

LEVEL	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A,	B,	C,	D,
DATE																														
PROGRESS																														

MATHEMATICS

LEVEL	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
DATE																										
PROGRESS																										

11.5 83

PARENT-TEACHER CONFERENCE DATES AND COMMENTS

SCHOOL YEAR	DATE	
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE

SCHOOL YEAR	DATE	
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE
19 - 19		TEACHER'S SIGNATURE

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APPENDIX

The appendix to these Guidelines consists of sample forms that may be of help to you in organizing and implementing the NONGRADED PROGRAM in your school. The letters, the forms, and the checklists are merely suggestive. Their use is not mandatory. Any of the forms may be changed to satisfy the needs of your faculty. The forms are coded as follows:

A – Administration

T – Teacher

PT – Parent-Teacher

FORM A-1: EXPLANATION OF THE NONGRADED PROGRAM

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

Dear Parents,

Nongrading is a plan of continuous progress based on the needs and the achievements of the individual child. The nongraded system is not so revolutionary an idea as you might think. It is simply a way to guarantee that the learning process be a continuous one.

In the graded system, learning can be compared to a long street with traffic lights at every other corner or so. Naturally, there are various kinds of drivers on any busy street and various kinds of learners in every class. Haven't you sometimes watched some "eager beaver" speed along through heavy traffic, and smiled to yourself and thought, "A lot of good it did that fellow to go fast . . . now he has to wait for the green light anyway, same as those who plodded slowly along?"

This has really been the same story in the graded system. In every class of first, second, third, . . . eighth graders, there are those who travel at 60, 40, and 20 m.p.h. Putting them all in the same class usually meant gearing everything to the middle speed, thus necessitating the faster travelers' slowing down or waiting (often losing interest), and the slower ones' keeping up with the others (often getting frustrated or out of breath).

Wouldn't homogeneous grouping solve the problem? This means placing children in groups according to ability, as generally determined by one criterion; I. Q. score, results of achievement tests, reading ability . . . However, the I. Q. score can often be questioned; the high achiever is very often not the child with the highest I. Q.; the child who scores very high in reading may have scored average in math; the poorer reader may be a whiz with numbers.

Since nongrading is an attempt to meet individual differences, many factors are taken into consideration in grouping. Children differ not only in the rate at which they learn but also in the way they learn. In addition to considering achievement and ability, we want, also, to consider performance, interest, the particular child's specific needs at this moment. There will, therefore, be various groupings permitting the same child to work with different children in the course of the day. When the needs of the child are no longer the same as the needs of others in the group, he will be moved to another group to permit his continuous progress. Such a program must be highly individualized and extremely flexible. In this way we can meet individual needs, and the child who can travel faster in math, but who must go more slowly in reading, will be able to do so, with no corner stop light to halt him, "no deadline" to meet within a given time limit.

Experience has shown that such flexibility in grouping does not cause the child undue concern; rather it has brought greater assurance of success and increased interest. Individualizing instruction through greater emphasis on independent study and programmed materials has resulted in greater freedom for the pupil and an increased sense of responsibility.

99

What can you do to help ensure the success of the nongraded program? Do let your child know that you are more interested in him than in the group he is in, the level he is on. Do talk about the nongraded program as being a wonderful opportunity for him, not as a showcase in which he is compared with other children. Do keep in touch with your child's teacher. We don't want to be plagued with requests for daily progress, but we do hope that you will be interested enough to come when it is requested. It is rare that the child whose parents are really interested has any serious school problems.

We teachers are very much aware of our part in the success of the nongraded school. We realize that the demands on us will be many, that already over-burdened teachers will have more work to do. We are convinced, however, that the benefits to the children will be worth all our efforts. We hope that you will share our enthusiasm. It is only by working together that we will reach our goal.

Sincerely,

Principal

FORM A-2: EXPLANATION FOR ADDITIONAL TIME NEEDED IN THE PRIMARY DEPARTMENT

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

Dear Mr. and Mrs. ____________________,

Our nongraded program concentrates on meeting the varying needs of pupils. Some children require a longer period of time than others to master the skills at each level. When every pupil travels at his own rate, there are more and better opportunities to develop his fullest potential.

In our last parent-teacher conference we discussed (child's name) ____________________ progress in reading and mathematics. It now seems evident that his/her maturation rate will warrant his/her spending more time in the primary department. We believe that this extended period will assist your child to progress at his/her own rate and according to his/her individual learning pattern.

We will keep you informed of (child's name) ____________________ progress.

Sincerely,

____
Principal

Note: This form should be typed in duplicate, one copy for the parents, the other for the office file. The letter is to be used rarely and only after a thorough evaluation of the child concerned has been submitted.

FORM A-3: REASSIGNMENT TO ANOTHER CLASS

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

Dear Mr. and Mrs. ____________________,

In our work with children we often need to make adjustments in their class assignments to provide better placement within the school program. Accordingly, we have reassigned (child's name)________________________________ to Room____________. His/her new teacher will be ____.

Please call the school office if you wish further information.

Sincerely,

____
Principal

FORM A-4: TRANSFER OF STUDENT

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

To Whom It May Concern:

______(Student's name)______ is transferring to your school. He/she has been a student in our nongraded program, and is in his/her ______ year of school.

He/she has been working currently at the following levels in our program:

READING: LEVEL ______________

TEXT ______________________ PUBLISHER ______________________

COMMENTS:

____
TEACHER

MATHEMATICS: LEVEL ______________

TEXTS ______________________ PUBLISHER ______________________

COMMENTS:

____
TEACHER

Sincerely,

____
Principal

(The list of skills for the reading and the mathematics levels at which the child is working should be sent to the receiving school, together with this letter, the report cards and the health records.)

FORM A-5: PROGRESSION TO NEXT LEVEL

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

Dear Mr. and Mrs.______________________,

In the nongraded program each child is permitted to progress at his own rate. As of this date ________(child's name)________ has progressed as indicated below:

READING: From LEVEL __________ to LEVEL ____________

____
Teacher

MATHEMATICS: From LEVEL __________ to LEVEL ____________

____
Teacher

Please call this school office if you wish any further information.

Sincerely,

____
Principal

93

FORM A-6:

READING OR MATHEMATICS CLASS ANALYSIS TO PRINCIPAL

Room Number ________ Number of Groups ________ Date ________

LEVEL	NUMBER OF STUDENTS	NUMBER OF STUDENTS IN YEAR OF SCHOOL							

LEVEL ________ TEXT AND PUBLISHER ________

LEVEL ________ ________

LEVEL ________ ________

TEACHER'S EVALUATION:

____
TEACHER'S SIGNATURE

(It is recommended that the information on this form be up-dated quarterly.)

FORM A-7:

TEACHER'S READING OR MATHEMATICS REPORT TO PRINCIPAL

__________Room Number __________________________________Teacher ______________________Date

______LEVEL	______LEVEL	______LEVEL
______NUMBER IN GROUP	______NUMBER IN GROUP	______NUMBER IN GROUP
TITLE OF TEXT______________	TITLE OF TEXT______________	TITLE OF TEXT______________
PUBLISHER__________________	PUBLISHER__________________	PUBLISHER__________________
SPECIFIC WEAKNESSES:	SPECIFIC WEAKNESSES:	SPECIFIC WEAKNESSES:
SUPPLEMENTARY MATERIALS IN USE:	SUPPLEMENTARY MATERIALS IN USE:	SUPPLEMENTARY MATERIALS IN USE:

(It is recommended that the information on this form be up-dated quarterly.)

FORM A-8: BULLETIN TO SCHOOL PERSONNEL

TO: SCHOOL PERSONNEL

FROM: PRINCIPAL

RE: STANDARDIZATION OF TERMS IN THE NONGRADED PROGRAM

Exact use of terms is a recognized need in every profession. This is true in medicine, in law, and in the trades. As part of a team of educators and school-related personnel, you will experience an identical need. The Nongraded Program necessitates using certain words that have a special connotation. In reference to the program in our school, please be aware of the following terms and their use: department, level, skills, continuous progress, expected progress

DEPARTMENT

We have three departments in our school: primary, intermediate, upper elementary. Children are not assigned to "grades" in our program. They are assigned to a homeroom in the Primary Department; a homeroom in the Intermediate Department; a homeroom in the Upper Elementary Department.

In certain situations when there is reason for identification, pupils may be called first year pupils; second year pupils; etc. The teachers in the Intermediate Department are identified as teachers of fourth year students; teachers of fifth year students; etc.

LEVEL

The word LEVEL is used only in reference to achievement in the nongraded subjects. In our programs there are 30 reading levels and 26 mathematics levels. They are designated by LETTERS (A, B, C, etc.) which correspond to a certain segment of skills as listed in the GUIDELINES FOR THE CONTINUOUS PROGRESS PROGRAM. Since there is no time limit on learning, movement from one level to the next occurs when the child shows readiness to progress to the next segment of skills.

SKILLS

Skills are developmental tasks that promote the sequential pattern of learning. They have a spiral, cumulative effect. In the nongraded subject areas, as the skills at one level are mastered the student proceeds to more advanced and complex skills.

CONTINUOUS PROGRESS

The child's developmental pattern and his needs set the pace for learning in our nongraded program. Providing for pupils' individual differences is our main concern. For this reason there can be neither retention nor acceleration, failure nor promotion, just steady, forward movement – continuous progress.

EXPECTED PROGRESS

The kind of progress a child makes is determined by the relationship of his achievement to his ability. If a child is doing what can reasonably be expected of him, if his achievement is commensurate with his ability, he is making expected progress in his school work.

Nongrading cannot succeed unless it is supported by everyone associated with the school. As a first step toward ensuring success, let us make the effort to use proper terminology. Our program set-up enables us to recognize, accept, and plan for the individual differences of our students. By eliminating "grade" barriers, we make it possible for every pupil to experience continuous progress. In word and action, then, let us use this school year to do a fine job in all respects.

FORM A-9: MEETING ANNOUNCEMENT

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

Dear Parents,

The Nongraded Program is in operation in our school. It is an organizational plan by which each child is challenged at his own level of learning and is allowed to progress continuously. This plan is not a change in teaching methods. It is a reorganization of the school program.

We plan to hold a meeting on (day) , (date) , at (time) , in (place) to explain the program as it functions in our school. A question and answer period will follow the presentation.

The success of our Nongraded Program depends greatly upon your understanding and cooperation. Please try to attend this meeting.

Sincerely yours,

Principal

FORM A-10: HOMEROOM LIST

From: Room ______________ To: Room ______________

Teacher ______________ Teacher ______________

Name	Age Yrs. Mos.	Remarks
List alphabetically, last name first.		List any comments that would be of help to the next teacher: physical defects, emotional difficulties, etc.

FORM T-1: INFORMAL READING INVENTORY

The informal reading inventory is used to determine a child's instructional reading level. It may be particularly helpful as a quick estimate of a child's reading ability for immediate placement purposes.

Lacking information about a child's reading achievement, the examiner will begin at a level at which the child is most likely to succeed. When a reading level can be obtained from test scores or from previous teacher information, the examiner will begin the inventory at a lower level to encourage the child's being at ease. In short, the inventory will begin at a level where success is virtually ensured and will proceed to the level where the child is no longer able to comprehend the material.

PROCEDURE:

1. Establish rapport between the child and the examiner.
2. Supply motivation for each selection by examining the pictures or the title and discussing the same with the child.
3. Without previous silent reading, have the child read the selection orally to the examiner. Disregard or give aid in pronunciation of proper names.
4. Record errors during the reading in the following manner:
    - P – words pronounced for the child
    - M – words mispronounced, except those spontaneously self-corrected
    - S – substitutions, except for a and the
    - O – omissions, except final s
    - PM – non-observance of punctuation marks
5. Check comprehension by asking questions or having the child retell the story without reference to the selection.
6. Stop at that level where comprehension begins to cause frustration.

CRITERIA FOR LEVELS:

1. Independent level . . . highest level at which a child can read successfully with: fluency, 90% comprehension, good phrasing, no pointing, no tension, one error in 20 running words.
2. Instructional level . . . level at which instruction ought to begin: little fluency, 75% comprehension, fairly good phrasing, no pointing, no tension, one error in 20 running words.
3. Frustration level . . . . level above the instruction level with: no fluency, 50% comprehension, poor phrasing, great tension, two or more errors in 20 running words.
4. Capacity level . . . . . highest level at which a child is able to comprehend when he hears a selection with: 75% comprehension ability to answer in the language of the selection.

How to figure out the errors per 20 words:

1. Count the number of words in the selection. (Every word is counted.)
2. Divide that number by 20. The answer gives the number of words the child could miss in a selection.
3. Divide the number of mistakes he made in the selection by the number he could have made in that article.

Example: John made 3 mistakes out of a possible 6 mistakes.

Numerator / Denominator $\frac{3}{6}$ or $6\overline{)\,3.0} = .5$

Answer: John made .5 of a mistake in 20 running words.

FORM T-2: RECORD CARD

STUDENT'S NAME ______________________________

LEVEL	TEST	DATE	YEAR IN SCHOOL	ROOM NUMBER	%ILE	STANINE	TOTAL POINTS	NUMBER CORRECT

NOTE: Fill in those columns that pertain to the test administered

LEVEL	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
DATE COMP'D															

LEVEL	P	Q	R	S	T	U	V	W	X	Y	Z	A_1	B_1	C_1	D_1
DATE COMP'D															

(Use the reverse side of this card for teacher comments and recommendations.)

FORM T-3: WEEKLY LESSON PLANS

DATE ____________

SUBJECT	SUBJECT	SUBJECT
AIMS:	AIMS:	AIMS:
TEXT PAGES ________	TEXT PAGES ________	TEXT PAGES ________
MANUAL PAGES ________	MANUAL PAGES ________	MANUAL PAGES ________
PROCEDURE FOR THE WEEK:	PROCEDURE FOR THE WEEK:	PROCEDURE FOR THE WEEK:
ASSIGNMENT:	ASSIGNMENT:	ASSIGNMENT:

FORM T-4: DAILY LESSON PLAN

DAY .... DATE .... YEAR .... ROOM ....

SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:
SUBJECT .... Time .... Manual Page .... Text Page	Subject Matter: Objectives: Procedure:

FORM T-4: DAILY LESSON PLAN

DAY .... DATE .... YEAR .... ROOM ....

READING DEV. Time .... Text Page .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"
READING DEV. Time .... Text Page .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"
READING DEV. Time .... Text Page .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"
READING SKILLS Time .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"
READING SKILLS Time .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"
READING SKILLS Time .... Manual Page	Group	Group .... "Headwork"	Group .... "Headwork"

Extra Assignment: ....

Homework Assignment: ....

FORM PT-1: CONFERENCE APPOINTMENTS

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

To the Parents of ________ (Student's name) ________

Dear Parents,

Because Parent-Teacher conferences best accomplish the purpose of reporting pupil progress, I would like very much to meet with you on ____ (day) ____, ____ (date) ____, to discuss your child's school performance. I have reserved ____ (time) ____ as the time for our conference, so that together we can discuss your child's educational progress to date. If this time conflicts with a previous commitment, please contact me for another appointment.

Since conferences have been scheduled with a number of parents, I would appreciate your being at school a few minutes earlier than our appointment. I am looking forward to meeting with you in Room ________ .

Sincerely,

____
Teacher

Approved:
Principal

FORM PT-2: CONFERENCE MEMO

YOUR SCHOOL
SCHOOL ADDRESS
CITY, STATE
DATE

This is to remind you of our scheduled conference

concerning ______(child's name)______

progress on ____(day)____, ____(date)____,

at ______(place)______ in Room____.

____

Teacher

Approved:
Principal

(A day or two before the appointed time a card is sent to the parents as a reminder of the coming conference.)

FORM PT-3: READING ANALYSIS CHECKLIST GUIDE

Child's name ______________________________ Level ______ Text ____________________________

COMPREHENSION:

______ Understands word meaning
______ Grasps main ideas and notes details
______ Follows story sequence
______ Answers questions
______ Draws inferences

WORD ANALYSIS:

______ Application of phonetic skills
______ Application of structural skills
______ Use of dictionary and reference skills

ORAL READING:

______ Discusses and organizes story content
______ Reads in thought units without hesitation
______ Uses appropriate rate, volume, expression
______ Enunciates distinctly
______ Pronounces correctly
______ Maintains poise and good posture

SILENT READING:

______ Distance of book from eyes
______ Attention span and concentration
______ Control of eye movement
______ Absence of vocalization, head movements, and finger pointing

INDEPENDENT READING:

______ Enjoys purposeful and leisure time reading
______ Chooses a variety of reading materials
______ Reports accurately on materials read
______ Chooses reading materials appropriate for his level
______ Reads widely to extend vocabulary

BASIC PROGRAM TESTS:

TEST	PROGRESS		
	M	E	L

CONTROLLED READING RESULTS:

COMPREHENSION	RATE

FORM PT-4: MATHEMATICS CHECKLIST GUIDE

Child's name ______________________________ Level ________ Text ______________________

UNDERSTANDING OF CONCEPTS:

______ Understands the concept of directed numbers
______ Knows place value of numerals
______ Uses mathematical vocabulary correctly
______ Recognizes the relationship of mathematical ideas
______ Grasps the functional meaning of arithmetical processes
______ Can use measurements
______ Understands fractional parts
______ Understands geometric concepts
______ Interprets graphs, maps, charts

COMPUTATIONAL SKILLS:

______ Uses the basic facts accurately
______ Performs computational operations quickly
______ Understands and uses the basic principles
______ Recognizes inverse operations in mathematics
______ Uses estimation as a practical application of mathematics
______ Transfers previous knowledge of skills to present situations

ARITHMETIC APPLICATIONS:

______ Can choose among mathematical operations needed in problem solving
______ Applies computational skill and mathematical understandings to word problems
______ Is able to find a reasonable solution for each problem
______ Uses a systematic approach in problem solving

TEST SCORES:	PROGRESS:		
	M	E	L
Unit Tests			
Mastery Tests			
Diagnostic Tests			
Standardized Tests			

FORM PT-5: BEHAVIOR TRAITS CHECKLIST GUIDE

Child's name ____

COOPERATION:

______ Shares ideas and materials
______ Enjoys working with others
______ Abides by majority decision
______ Follows directions
______ Listens attentively
______ Begins work promptly
______ Takes turns willingly
______ Accepts his share of work
______ Cooperates in making and observing rules

PERFORMANCE:

______ Willing to accept ideas of others
______ Accepts help and suggestions
______ Participates with classmates in a variety of activities
______ Is courteous, friendly, pleasant
______ Works with confidence and ease
______ Sets realistic goals for himself
______ Has positive self-concept

RESPONSIBILITY:

______ Helps in planning group activities
______ Works well independently
______ Uses tools and materials carefully
______ Respects property of others and his own
______ Accepts responsibility in his school environment